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ABSTRACT

This eighth annual report on student assessment in the Oklahoma State System of Higher Education contains information on student assessment programs at Oklahoma's state colleges and universities, including community colleges. Summaries of reports submitted by each of 27 institutions are provided as an overview of the 2000-2001 academic year's assessment activities. Each institution must evaluate students at four levels: (1) entry and course placement; (2) mid-level assessment of basic skills competencies; (3) program outcomes (exit level); and (4) assessment of student satisfaction. Graduate student assessment is optional. Each institutional report provides an overview of assessment activities at each level. An appendix contains the "Policy Statement on the Assessment of Students for Purposes of Instructional Improvement and State System Accountability." (SLD)

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Oklahoma State System of Higher Education

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ANNUAL STUDENT ASSESSMENT REPORT

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ANNUAL STUDENT ASSESSMENT REPORT

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Oklahoma State Regents for Higher Education

ANNUAL STUDENT ASSESSMENT REPORT

2000-2001

The eighth annual report on student assessment in The Oklahoma State System of Higher Education is presented as required by the State Regents' *"Policy Statement on the Assessment of Students for Purposes of Instructional Improvement and State System Accountability"* (II-2-117). Summaries of reports submitted by each institution are provided as an overview of the 2000-01 academic year's assessment activities. Additional remediation information was presented to the State Regents in April in a separate document, the Annual Student Remediation Report.

BACKGROUND

Oklahoma legislation passed in 1991 paved the way for the development of a statewide assessment plan by allowing institutions to charge students up to one dollar per credit hour to support the student assessment effort. The State Regents' Assessment Policy was adopted in October 1991.

The purpose of assessment is to maximize student success. The assessment plan requires the systematic collection, interpretation, and use of information about student learning/ achievement to improve instruction. The policy also addresses the need to demonstrate public accountability by providing evidence of institutional effectiveness.

The policy is a proactive, comprehensive assessment program, which addresses institutional quality and curricular cohesiveness. It is designed so that the results of the assessment efforts will contribute to the institution's strategic planning, budgetary decision-making, institutional marketing, and improving the quality of student services.

Each institution must evaluate students at four levels (Graduate student assessment is optional.):

> *Entry-Level Assessment and Course Placement* - to determine academic preparation and course placement;
>
> *Mid-Level Assessment* - to determine general education competencies in reading, writing, mathematics, and critical thinking;
>
> *Program Outcomes (Exit-Level) Assessment* - to evaluate the outcomes in the student's major;
>
> *Assessment of Student Satisfaction* - to ascertain the students' perceptions of their educational experiences including support services, academic curriculum, faculty, etc; and
>
> *Graduate Student Assessment* - to assess student learning beyond standard admission and graduation requirements and to evaluate student satisfaction.

Institutions must submit an annual assessment report to the State Regents which describes the assessment efforts at each of these levels. Information on the number of students assessed, the results of the assessment, and detailed plans for any institutional and/or instructional changes due to the assessment results are to be provided in the report.

Entry-Level Assessment and Placement

The purpose of entry-level assessment is to assist institutional faculty and advisors in making course placement decisions that will give students the best possible chance of academic success. Beginning fall 1994, institutions were required to use the ACT score of 19 in the subject areas of English, mathematics, science, and reading as the "first-cut" for entry-level assessment. Students may also demonstrate curricular proficiency by means of an approved secondary assessment process.

Students unable to demonstrate proficiency in one or more of the subject areas are mandatorily enrolled in remedial courses. These courses are below college-level and do not count toward degree requirements. A supplementary fee for these courses pays the direct cost of remedial instruction.

Although all institutions currently use the ACT as the first entry-level assessment, the testing instruments used for secondary evaluation vary. Commonly selected commercial instruments include the ACT Assessment of Skills for Successful Entry and Transfer (ASSET), the Accuplacer Computerized Placement Test (CPT), ACT Computer-Adaptive Placement Assessment (COMPASS), and the Nelson-Denny Reading Test. Institutionally developed writing and mathematics tests, as well as a predictive, statistical model are also used.

As required by policy, institutional assessment programs not only assess the basic skills of incoming students and enroll them in appropriate courses, but also track the students to measure the rates at which they succeed. In addition to measuring basic skill competencies, institutions are collecting data on student attitudes and perceptions of college life. Colleges are offering orientation courses, computer-assisted instruction, tutoring, and learning centers, which are intended to make initial college experiences both positive and successful.

Mid-Level Assessment

Mid-level assessment is designed to assess the basic skills competencies gained by students in the college general education program. Institutions are required to assess students in the areas of reading, writing, mathematics, and critical thinking. Mid-level assessment normally occurs after the completion of 45 semester hours and prior to the completion of 70 semester hours. For associate degree programs, mid-level assessment may occur halfway through the program or at the end of the program. More typically, this assessment occurs at the end of the program, after students have had sufficient time to develop their basic skills.

The mid-level assessment is accomplished with a combination of locally developed and standardized testing instruments such as the ACT Collegiate Assessment of Academic Proficiency (CAAP), the Riverside College Base Academic Subjects Examination (BASE), and the Test of Adult Basic Education (TABE). The nationally validated instruments are useful in that they provide regional or national benchmark data from other participating institutions. Several institutions have developed local instruments for mid-level assessment in some subject areas. More qualitative assessments, such as portfolio assessments and course-embedded techniques, are also being used.

Assessments at the mid-level and in the major academic program have provided important information to institutions about the degree to which their programs facilitate student achievement of the desired knowledge and competencies. The results yielded from this process have led some institutions to redesign their general education programs. Both the types of courses and the way in which the courses are delivered have been examined closely.

Program Outcomes (Exit-Level) Assessment

Program outcomes assessment, or major field of study assessment, is designed to measure how well students are meeting institutionally stated program goals and objectives. As with other levels of assessment, selection of the assessment instruments and other parameters (such as target groups, when assessment occurs, etc.) is the responsibility of the institution. Institutions are encouraged to give preference to nationally standardized instruments that supply normative data. The instrument selected should measure the skills and abilities specific to the program and to higher level thinking skills. Results are used to revise the curricula.

Program outcomes assessment methods used by State System institutions are diverse. Faculty members in each academic program or major field of study are responsible for developing their own methods of assessing to what degree students meet the stated program goals and objectives. Assessments include structured exit interviews, surveys of graduating seniors and employers, the Educational Testing Service's (ETS) Major Field Assessment Tests (MFAT), national graduate school admission exams (GRE, MCAT, GMAT), the ACT College Outcome Measured Program (COMP), senior projects, portfolios, recitals, national and state licensing exams, internships, capstone courses, theses, transfer GPAs, admission to professional schools, retention rates, and job placement.

Assessment of Student Satisfaction

Student and alumni perceptions are important in the evaluation and enhancement of academic and campus programs and services, because they provide an indication of the students' subjective view of events and services, which collectively constitute their undergraduate experiences. Student satisfaction evaluation can be accomplished via surveys, interviews, focus groups, etc. The resulting data are used to provide feedback to improve programs and services. On many campuses, students expressed satisfaction with the availability and interest of faculty and staff, academic preparation for future occupations, classroom facilities, campus building and grounds, class size, libraries, cost, and other services. Common areas of dissatisfaction were food services, course availability, veteran's services, availability of student housing, job placement assistance, financial aid services, student activity fee uses, and parking.

Changes have been instituted as the result of this student feedback. Common changes include technology additions and upgrades to improve academic and administrative services and student access to computers and the Internet, expanded orientation programs, as well as enhanced tutoring services, student activities, food services and career counseling and placement. New facilities have been constructed and older facilities have been remodeled to meet students' needs.

Nationally standardized surveys are used most often, but locally developed surveys are administered at some colleges and universities. Students are often surveyed at entry, during their college experience, and after they graduate. Many institutions also survey withdrawing students. The ACT Student Opinion Survey (SOS) is the most commonly used instrument. Others include the Noel-Levitz Student Satisfaction Inventory (SSI), the ACT Alumni Survey, the ACT Withdrawing or Non-returning Student Survey, and the ACT College Outcomes Survey (COS).

Graduate Student Assessment

Beginning fall 1996, higher education institutions that charge graduate students the student assessment fee must perform assessment beyond the standard requirements for admission to and graduation from a graduate program. Nine of the 10 universities offering graduate programs (Oklahoma State University, University of Central Oklahoma, East Central University, Northeastern State University, Northwestern Oklahoma State University, Southeastern Oklahoma State University, Southwestern Oklahoma State University, Cameron University, and Langston University) reported graduate student assessment activities that include licensure, certification, and comprehensive exams; portfolios; capstone courses; practica; theses; interviews; and surveys.

CONCLUSION

Student assessment in The Oklahoma State System of Higher Education is defined as:

> *"A multi-dimensional evaluative process that measures the overall educational impact of the college/university experience on students and provides information for making program improvements"* (II-2-117).

As evidenced by the institutional reports, the two major objectives of student assessment -- to improve programs and to provide public accountability -- are being achieved by Oklahoma's colleges and universities. As institutional implementation of student assessment has evolved, continued enhancements and improvements have been documented.

The *process* of student assessment is as important as the outcomes generated. By establishing a process to assess students, institutions have learned valuable information about their students and programs. To assess the degree to which students are meeting the goals and outcomes of a program, an institution must first define the goals and desired outcomes. Institutions have used assessment tools to measure value-added gains; that is, the skill improvement that can be directly attributed to the institution. For example, institutions found, by testing new freshmen and then retesting these students after they completed the general education requirements, that the general education curriculum achieved the desired results and improvements in their students' competency levels.

Institutions also have improved the process of gathering and using assessment information. Assessment days or class times are designated to encourage more students to seriously participate in mid-level and program outcomes testing. Strategies for increasing the response rates to surveys are evaluated. Assessment information has been integrated into other institutional review processes, and results are shared widely with faculty and students.

INSTITUTIONAL SUMMARIES

All institutions in the State System were required to submit an annual assessment report. The following summaries provide an overview and highlights of assessment activities at each institution in the State System.

Annual Student Assessment Report

Institutional Summaries

May 24, 2002

University of Oklahoma

Entry-Level Assessment

The Assessment and Learning Center assesses the academic background and skills levels of all University of Oklahoma (OU) first-time undergraduate students. The ACT is used as the preliminary screening instrument with cut scores of 19 in reading, 19 in English, and 20 in math. Students scoring below these cut scores, or their SAT equivalents, were evaluated further to determine appropriate course placement, using the following instruments: the Computer Adaptive Placement Assessment and Support System (COMPASS), including computer-adaptive tests for reading, writing skills and mathematics; a locally developed standardized writing test; and a locally developed math placement test.

Of OU's 3,298 first-time freshmen in fall 2000, 709 (21 percent) enrolled in one or more remedial courses as follows: 95 (3 percent) in English; 664 (20 percent) in mathematics; and 66 (2 percent) in reading.

New transfer students are also assessed on the basis of their ACT scores and grades in prior course work. Secondary assessment is required of all transfer students desiring to enroll in math who either have not completed a course at the Calculus I level or higher or do not have a current ACT score that would enable college-level math placement.

Students are allowed to take placement tests twice per semester. Between test administrations, students are encouraged to use computerized tutorial material available in the Assessment and Learning Center or seek tutoring assistance through the Housing Learning Center.

New freshmen were also assessed as to their attitudes and backgrounds. This instrument has been administered to over 90 percent of all freshmen since 1975. The 2000-01 results included:

- New freshmen who expected to work while in college declined slightly from 61 percent to 59 percent. Thirty-four percent of new freshmen reported that they had to work to go to college.
- Seventy-five percent of new freshmen report that developing skills for a specific job is an extremely important benefit of higher education, a result that has changed little since 1977. Only 54 percent report that gaining a background for life long learning is an extremely important benefit of higher education.
- More new freshmen than ever before (87 percent) stated they plan to bring a computer to campus (compared with 82 percent last year and 75 percent in fall 1999).
- More new freshmen (88 percent in 2000-01 compared to 84 percent in 1999-00) said they expect to stay at OU for a bachelor's degree.

From 1990 to 2001, evaluation of new freshman performance shows the positive benefits of assessment, admission contracts, and the Counseling and Advising for Retention Effectiveness (CARE) program on student performance. When ACT and high school grade point average (HSGPA) are controlled, students at every ACT and HSGPA interval are much more successful in 2000-01 than in 1990-91, the year before the CARE program and assessment began. Fourteen percent of 2000-01 new freshmen made below a 2.0 GPA during their first year, compared to 26 percent of 1990-91 new freshmen and 18 percent for 1999-00 new freshmen. Additionally, the average GPA of 2000-01 new freshmen was 2.88, compared to 2.79 for 1999-00 new freshmen and 2.50 for 1990-91 new freshmen. The combination of the CARE program, assessment, and degree completion contracts for at-risk students continues to increase the success rates for students of all backgrounds.

Mid-Level Assessment

In 2000-01, the general education assessment focused on the new Position Paper that evaluates the effectiveness of the writing component of general education. The Extended Definition Paper was used previously, but a random analysis found that the papers were poorly written and the students had little knowledge of how to write a complex definition. A study of student success in the remedial writing courses (ENGL 0113) was conducted. In addition, data were compiled about students who were in the longitudinal study conducted from 1992 through 1997.

A two-part questionnaire designed to assess students' perceptions of what they learned through writing the Position Paper was administered in 2000-01. In the fall, 80.3 percent of the students agreed/strongly agreed that they improved in learning concepts necessary for writing position papers. The results in the spring, although not as strong, still indicated that students perceived they were learning strategies necessary to write the position paper. Overall, the assessment of this new paper seems to support its efficacy.

During 2000-01, the Provost's Advisory Committee for General Education Oversight (PACGEO) continued reviewing the general education program to monitor how well OU students are meeting the goals of the general education curriculum. Since findings from the past several years suggest that there is a decline in both the amount and quality of students' writing experiences after the freshman year, discussions continue on developing strategies to enhance the writing component after the freshman year. A pilot project has begun involving collaboration between the Philosophy and English Departments to enhance the writing experience of students enrolled in philosophy courses.

Program Outcomes Assessment

Academic units used a variety of tools to assess how well the students in each undergraduate degree program are meeting the goals set by the faculty. These include:

- exit interviews and surveys of graduating seniors
- standardized achievement tests
- capstone projects
- capstone course portfolios
- capstone course performance
- recitals
- alumni surveys
- performance on professional certification exams
- employer surveys
- rates of admission to professional schools
- performance of students in internships
- portfolio reviews
- job placements

Forty-three academic units reported on undergraduate program outcomes assessment. Many positive results were reported: 88.3 percent of communications majors believe that their education is much better or better than average; over 75 percent of economics majors have been accepted into graduate school or found employment upon graduation; petroleum and geological engineering graduates have 100 percent job placement over the past nine years; and major field assessment test (MFAT) scores for history, physics and astronomy, and psychology majors are in the 61st, 80th, and 50th percentiles, respectively. However, findings also revealed deficiencies in some areas. For example, oral communication skills of communications majors fall below the average for previous years.

The findings resulted in changes in course content or scheduling; creation of new courses; deletion of courses; changes in degree requirements; modification of exams; establishment of departmental computer labs; access to specialized software; changes in internship programs; changes in assessment procedures; establishment of faculty review committees; and reviews of admission and scholarship criteria.

Student Satisfaction Assessment

The ACT Student Opinion Survey (SOS), supplemented with locally developed questions, was administered to 2,889 randomly selected undergraduate students on the Norman Campus (17 percent of all undergraduates) and 386 students at the Health Science Center Campus (64 percent of all undergraduates). The survey is designed to measure the satisfaction of students with OU's services and programs. Findings for the Norman campus showed:

- Eighty-five percent of students expressed satisfaction with the university in general, up 4 percentage points from last year and 18 percentage points from 1993.
- Areas of highest satisfaction include library facilities and services (86 percent), the student union (85 percent), recreational services (82 percent), veterans' services (81 percent), and cultural programs (80 percent).
- Areas of highest dissatisfaction include parking facilities and services (82 percent), course availability at desired times (41 percent), and use of student activity fees (33 percent).

Findings for the University of Oklahoma Health Sciences Center (OUHSC) showed:

- Seventy percent of students expressed satisfaction with the OUHSC in general.
- Areas of highest satisfaction include class size relative to the type of course (87 percent); library services (86 percent); student health services (81 percent); out of class availability of instructors (80 percent); recreational services (77 percent); instruction in major field (77 percent); preparation for future occupation (76 percent); and course content in major field (76 percent).
- Areas of highest dissatisfaction include mass transit services (63 percent); parking (61 percent); and use of student activity fees (24 percent).

During the 1998-99 academic year, a new process was implemented for students completely withdrawing from the Norman campus that allows data to be collected as to the reasons for their withdrawal and their satisfaction with OU. The level of general satisfaction of students withdrawing from the university is higher than that of students participating in the SOS. The mean satisfaction of students withdrawing during spring 2001 was 4.21 on a 5-point scale. The most common reasons given for withdrawing were (in order of decreasing frequency): financial, work conflict, family problems, other, and health reasons.

Oklahoma State University

Entry-Level Assessment

At Oklahoma State University (OSU), three methods assess a student's readiness for college-level coursework: ACT subject scores, results from a predictive statistical model called Entry Level Placement Analysis (ELPA), and scores from Computer Adaptive Placement Assessment and Support System (COMPASS) placement tests. ELPA is a multiple regression model that uses high school grades, high school class rank and size, and ACT scores to predict student grades in entry-level courses. The predictions are based on the success of past OSU freshmen with similar academic records. All new students are assessed using ACT subject and composite scores (or SAT equivalent) and results of ELPA. Students scoring below the designated ACT cutscores (19 in each subject area) and with predicted grades from ELPA of less than "C" in a particular subject area are recommended for remedial coursework. Students may waive a remedial course requirement by passing a COMPASS test. All students undergo entry-level assessment prior to enrollment.

In 2000-01, entry-level assessment was conducted for all 3,606 admitted and enrolled new freshmen and new transfer students with fewer than 24 credit hours. After all entry-level assessment was completed, 614 enrolled new students (17 percent of the total number enrolled) required remediation in at least one subject area. Of OSU's 3,069 first-time freshmen in fall 2000, 344 (11 percent) enrolled in one or more remedial courses as follows: 27 (1 percent) in English; 325 (11 percent) in mathematics; and 33 (1 percent) in science. Additional entry-level assessment studies conducted in 2000-01 included the Cooperative Institutional Research Program (CIRP) Freshman Survey and the College Student Inventory (CSI).

Minor changes were made to the entry-level assessment process in 2000-01. The regression equations used in entry-level placement analysis were revised to incorporate high school curricular data into the predictive models.

Mid-Level Assessment

In 2000-01, the General Education Assessment Task Force pilot tested the use of institutional portfolios to assess student achievement in written communication, one general education learner goal. An institutional portfolio is a collection of students' work, produced throughout the curriculum, that is used to evaluate students' achievement of a particular learning outcome. For example, the 2001 institutional portfolio consisted of examples of students' writing that were randomly selected from a variety of OSU course assignments. Faculty members evaluated the students' work using uniform scoring criteria that measure the extent to which students demonstrate proficiency in written communication. Five separate student work products were randomly selected from a single class assignment from each class. The final evaluation process required that three reviewers assess and score each assignment independently, and then the reviewers met to develop consensus scores.

A total of 86 randomly selected students participated in mid-level assessment in 2000-01, although the process was transparent to these students. Information on the students' work that identified the student was eliminated after minimal demographic information was collected from institutional records for analysis purposes. Overall, 65 percent of the students' work received a score of 3 (the mid-point) or higher, and 98 percent received a score of 2 or higher. The frequency of scores of 3 or higher was highest for seniors and lowest for freshmen, suggesting maturity of writing skills with year class. In the future, data collection will allow more extensive analysis, including comparison of scores among colleges, degree programs, year classes, and other factors.

In 2002, the Task Group proposes to develop three institutional portfolios. One portfolio will be used to assess skills in written communication (adding to the data collected in 2001), and new portfolios will be developed to assess students' skills in oral and graphical communication and to evaluate students' skills in problem solving in mathematics and physical and natural sciences.

Program Outcomes Assessment

Every degree program at OSU, including undergraduate and graduate degrees, is required to have a program outcomes assessment plan and to submit annual reports describing assessment activity. The most commonly used methods to assess student-learning outcomes for undergraduate programs in 2000-01 were:

- Capstone course projects, papers, and presentations evaluated by faculty
- Senior projects & presentations
- Course-embedded assessments and classroom assessment techniques
- Exams – local comprehensive exams, local entry-to-program exams, standardized national exams, certification or licensure exams
- Exit interviews
- Internships – evaluations from supervisors, faculty members, student participants
- Portfolios - reviewed internally or externally
- Professional jurors or evaluators to evaluate projects, portfolios, exhibits, or performances
- Student competitions - intercollegiate
- Surveys – alumni, employers / recruiters, students, esp. seniors, faculty
- Tracking enrollment data, student academic performance (GPA in particular courses), degree completion rates
- Alumni employment tracking

In addition to these outcomes assessment methods, the Office of University Assessment coordinates alumni and student surveys and provides program-specific results to academic units for use in program outcomes assessment. Academic units use results of these surveys for program outcomes assessment.

Uses of assessment results are unique to each program but can be generally categorized as sharing assessment information with faculty members, developing curriculum changes, as needed, in response to assessment findings, and using assessment results to justify curriculum changes that have recently been implemented. The most commonly cited uses of assessment results in 2000-01 were:

- Changes in course content
- Addition / deletion of courses
- Changes in course sequences
- Changes in degree requirements or degree sheet options
- Development of tutorial and academic services for students
- Justification of past curriculum changes and to show program improvement resulting from those changes
- Further refine the assessment methods or to implement new assessment methods
- Changes in advising processes
- Facilitate curriculum discussions at faculty meetings, curriculum committee meetings, and faculty retreats
- Changes to student facilities such as computer labs and science labs
- Development of program-based websites to provide students with academic and program information

Student Satisfaction Assessment

Several surveys were conducted in 2000-01 to assess student and alumni satisfaction, including the *2001 Survey of Alumni of Graduate Programs*, the *2000 National Survey of Student Engagement* (NSSE), and the *Noel-Levitz Student Satisfaction Inventory* (Tulsa campus only).

The *2001 Survey of Alumni of Graduate Programs* was conducted to evaluate career tracks, continued education, and general satisfaction of recent alumni, and to assess achievement of program outcomes as perceived by alumni. A total of 677 telephone interviews (37 percent response rate) were completed with graduate program alumni who graduated in 1995 and 2000. Ninety-six percent of alumni reported that they were satisfied with their overall educational experience at OSU. Alumni survey data were summarized for each academic program for use in program outcomes assessment. The survey's Common Questions addressed employment, continued education, and general satisfaction. Participating academic programs also developed program-specific survey questions for their alumni.

A total of 516 seniors and first-year students participated in the NSSE during spring 2000 and results were available in fall 2000. OSU student data were compared with data from 13,507 students from 41 other United States Research I and II institutions. The survey primarily targeted issues related to how students spend their time and what they gain from attending college. Part of the survey specifically addressed student satisfaction with educational experiences. Results indicated that OSU excels in providing a supportive campus environment, fostering quality relationships for students within the academic community, and general satisfaction of the student body. OSU plans to participate in this survey again in 2002.

The OSU-Tulsa Office of Academic Affairs coordinated the *Noel-Levitz Student Satisfaction Inventory* for the Tulsa campus. This is the first year of formal assessment of student satisfaction for OSU students who are primarily on the Tulsa campus. A total of 213 self-selected students from the OSU-Tulsa campus participated in the survey. These students reported higher degrees of satisfaction with instructional effectiveness, safety and security, registration effectiveness, concern for the individual, campus climate, support services, service excellence, student centeredness, and responsiveness to diverse population when compared to peer institutions. They also reported a lower degree of satisfaction with campus life when compared to peer institutions. OSU-Tulsa has taken several steps to enhance student satisfaction in the areas of academic advising, registration processes, campus life and student centeredness, and instructional effectiveness. Future assessment efforts will focus on the impact of these developing programs on students' educational experiences.

Graduate Student Assessment

Graduate programs reported the following outcomes assessment methods in addition to those described in program outcomes assessment:

- Qualifying exams
- Theses / dissertations / creative component papers, projects, presentations, and defenses
- Comprehensive exams
- Tracking research activity / publications / professional presentations / professional activity

In addition to the graduate student assessment that occurs in each academic program, the Office of University Assessment also conducted a Graduate Program Alumni Survey in 2001. Results of this survey were provided to the Graduate College and each academic program received a summary of their alumni responses. The Graduate College and Assessment Office also coordinate an online Graduate Student Satisfaction Survey in alternate years; this survey is aimed at currently enrolled graduate students and will be conducted again in 2002.

University of Central Oklahoma

Entry-Level Assessment

At the University of Central Oklahoma (UCO), assessment of students at the time of admission is used to determine readiness for college-level courses. Transcripts and ACT scores are reviewed to determine if secondary placement testing is required. The Accuplacer Computerized Placement Test (CPT) is the instrument used for English, mathematics, reading, and science placement. Science placement is based on the CPT mathematics and reading test scores. Almost 2,000 students completed the secondary test during 2000-01, with 70 percent testing in mathematics. On average, students took two CPT subject tests.

Students may take the CPT test up to three times in one subject area before they are required to take the remedial course. Students retested were counted for each test session. Results from UCO's remediation report show that of the 1,417 students in the first-time freshman cohort, the number tested and placed in remedial coursework was 168 (12 percent) for English, 1,033 (73 percent) for mathematics, 394 (28 percent) for science, and 260 (18 percent) for reading. Over the last five years, there has been an 8 percent decline in the percentage of students being placed in mathematics remedial coursework. There have been slight increases in remediation placement for English and reading.

For spring 2001, the secondary placement score in mathematics was adjusted to include a placement track for the Mathematics for General Education course. The requirement was changed because three of the five undergraduate colleges predominantly offer degrees which require Mathematics for General Education instead of College Algebra.

Mid-Level Assessment

Assessment of general education is embedded in the curriculum. Specific general education goals are measured in English, mathematics, biology, history, political science, humanities, and philosophy. Some goals are addressed by more than one course. The student population varies by instrument. Some departments sample their sections for assessment, while others assess all students enrolled in specific courses. This year, over 2,000 students were assessed on the general education criteria.

Instruments used to assess general education include portfolios, surveys, focus groups, and classroom tests. Two undergraduate colleges host a student symposium showcasing artistic and academic works. Student performance is assessed on general education criteria. Other colleges are exploring the option of adding a student symposium event.

During the 2000-01 academic year, the Collaborative Learning for Achieving Student Success (CLASS) project was piloted for a cohort of freshman students. Incoming freshmen had the option of enrolling in the cohort that consisted of taking a cluster of general education courses. The students were enrolled as a group in the same sections. Social engagement, feelings of belonging, and future academic plans were monitored. Student records are being analyzed for academic success and student retention. This project has been continued for a second year.

General education curriculum assessment uses many new instruments that were piloted last year. Changes in the curriculum will require additional monitoring, but some examples of the impact of assessment are:

- The Communications Department continues the use of the Personal Report on Public Speaking Anxiety (PRPSA). Students consistently average a 14-15 percent increase in post-questionnaire scores over the pre-questionnaire results.
- The Humanities and Philosophy Department has refined its assessment instruments. Post-test results indicate a significant growth in student knowledge of cultural and philosophical issues.

Program Outcomes Assessment

In preparation for the North Central Association (NCA) accreditation visit in fall 2002, each departmental faculty completed the NCA Levels of Implementation questionnaire. The rating is based on three stages of implementation: planning/exploring (1 point), emerging/ implementing (2 points), and evolving/maturing (3 points). The overall average for all departments is 2.2 on a scale of 3.0. The response to the questionnaire was extremely positive. An increase in faculty accepting the shared duty of assessment has been observed. This change appears to be a result of the faculty discussion on the questionnaire findings. The results of the questionnaire are considered a benchmark on the assessment culture at UCO.

Most of the colleges have at least one centralized assessment activity:

- The College of Liberal Arts and the College of Art, Media, and Design host a student symposium used to assess general education and program goals;
- The College of Business Administration administers the Major Field Achievement Tests (MFAT) and a student survey in the college capstone course; and
- The College of Education distributes questionnaires to individuals involved in the student teaching process, residency year experience, and field experiences. These centralized methods are the foundation for the department assessment plans.

The outcome measures for both undergraduate and graduate program areas are designed and implemented by the faculty in each department. Departments are encouraged to have measures of cognitive levels, application of knowledge, and opinions of students, faculty, alumni, and employers. Changes made due to assessment of the program include:

- The Finance Department has changed its curriculum to require a course in investments based on the results of a departmental comprehensive exam;
- The College of Education added questionnaires completed by teachers and administrators in the public schools measuring student performance in field experiences. The questions on the form correlate with the instruments used for the student teaching and residency year experiences; and
- The History and Geography Department is realigning the geography courses to fit into the geography standards framework set forth in *Geography for Life: National Geography Standards 1994*.

Student Satisfaction Assessment

Three instruments were administered for satisfaction: Graduating Student Survey, National Survey for Student Engagement (NSSE), and Higher Education for Research Institute (HERI) Faculty Survey.

The Graduating Student Survey has been used since 1993. Of the 2,100 baccalaureate degree recipients this year, 64 percent completed the survey. There has been little variation in the results over the past four years. All of the areas addressed by the survey show a positive response of 80 percent or higher. When asked if they would recommend UCO to a friend, 92 percent of the students responded positively.

The National Survey for Student Engagement (NSSE) was administered to 500 seniors and 500 first-year students. The return rate was 42 percent for seniors and 58 percent for first-year students. The questions focus on student engagement in the classroom ranging from types of assignments to opinion of the educational environment. One area of concern is the amount of writing students are completing in the classroom. UCO has a faculty-led committee analyzing the survey to determine action needed.

The Faculty Survey, an instrument written by the Higher Education for Research Institute, was administered to full-time and adjunct faculty in fall 2000. This instrument is applicable to student satisfaction assessment because of the similarity of its questions with the NSSE instrument. For example, the Faculty Survey has a question asking if the institution offers many courses involving students in community service. The NSSE has a question asking students how often they participate in a community-based project as part of a regular course. The return rate was 72 percent for full-time faculty and 32 percent for adjunct faculty. A committee of faculty members is studying the survey results to determine appropriate action.

Graduate Student Assessment

Graduate student assessment is included in each department's program outcomes assessment. Activities include comprehensive exams, portfolio reviews, surveys of alumni and employers, exit surveys and interviews, and capstone courses.

The Dean of the College of Graduate Studies and Research has asked each program to review its admission standards. Programs are expected to have rigorous standards suitable for admission to the discipline.

The College of Math and Science piloted a process that ties assessment findings to budget request. The Program Improvement Process Report format differs from other UCO assessment reports but includes the same information. The pilot effort is being evaluated to determine if the process will be implemented university-wide.

East Central University

Entry-Level Assessment

The East Central University (ECU) Assessment Center uses ACT subject scores, ACT COMPASS computerized placement test scores, and other secondary tests to assess the academic skills of entering freshmen. Entering freshmen with ACT subject scores below 19 must pass the related COMPASS module or other appropriate secondary test to enroll in college-level course work in that subject area. The COMPASS modules used to assess students' academic backgrounds in English, mathematics, and reading are Writing Skills, Algebra, and Reading, respectively. The Integrated Process Skills Test II is used to assess student academic background in science. During the 2000-01 academic year, 61 percent of freshmen had at least one ACT subject score below 19. After secondary testing, the highest proportion of academic skills deficiencies was in mathematics (35 percent), followed by English (12 percent), reading (10 percent), and science (4 percent). The courses and pass rates for students who enrolled in remedial courses were Fundamentals of English (59 percent), Beginning Algebra (69 percent), Intermediate Algebra (71 percent), Developmental Reading (67 percent), and Concepts in Science (82 percent).

Of ECU's 678 first-time freshmen in fall 2000, 233 (34 percent) enrolled one or more remedial courses as follows: 88 (13 percent) in English; 174 (26 percent) in mathematics; 12 (2 percent) in science; and 46 (7 percent) in reading.

The ECU Assessment Center tracked student performance in entry-level college courses by dividing students into three cohorts for each ACT subject area based on their performance on the ACT and secondary placement tests. The first cohort consisted of students who had ACT subject scores of 19 or higher. The second cohort contained students who had ACT subject scores below 19, but passed secondary placement testing. The third cohort contained students who had ACT subject scores below 19 and failed secondary testing. As expected, students in the first cohort generally outperformed students in the second and third cohorts. The students in the second cohort performed better than the students in the third cohort in English Composition I and about the same in the reading course group. However, students in the third cohort who successfully completed the remedial Intermediate Algebra course performed better than the second cohort in Survey of Mathematics and College Algebra. This higher success rate may be partially due to a new Internet-based course in remedial mathematics (MATH 0213) offered during fall 2000. This course allows students to log onto a web site to complete class assignments. Students who completed this version of the course met a higher number of course objectives than students in the traditionally taught sections.

ECU's English cutscores were adequate for the freshman class of 2000-01 since 69 percent of the students who passed secondary testing earned a "C" or higher in English Composition I. In addition, 70 percent of the students who passed secondary testing earned a "C" or higher in Survey of Math. However, students who tested out in other subject areas failed to earn 70 percent "Cs" or higher in College Algebra (53 percent), five selected general education courses for reading (51 percent), and three general education science courses (51 percent).

Mid-Level Assessment

In 2000-01, the Assessment Center and the University Assessment Committee (UAC) used the College Basic Academic Subjects Examination (BASE), a general education "institutional folio," an oral communication rating form, and the ACT Alumni Survey to assess critical thinking, library skills, oral or expressive communication, reading, and written communication.

A total of 415 students were assessed using the BASE. Seventy-six students took the writing section of the exam, and 339 took the multiple-choice sections in English, mathematics, science, or social studies. The 2000-01 cohort had an average score of 272 on the multiple-choice sections. Overall, this cohort's performance was 15 points below the average performance for all ECU students tested during the 1996-99 period and 16 points lower than ECU's peer group performance for the same 1996-99 period. The group's performance fell below past ECU student performance in each subject area. ECU students performed slightly below the peer group on the writing section of the BASE but showed a relative strength in their performance on the "writing as a process" section of the multiple choice exam.

The UAC continued to evaluate the critical thinking findings of 1999-00 during 2000-01. The review of 136 student papers in the "institutional folio" raised concerns. First, significant numbers of assignments designated as critical thinking assignments do not adequately address the specified critical thinking skills. Second, significant numbers of students have critical thinking scores in unacceptably low ranges. In response to these findings, the UAC concluded the current definition of critical thinking is too narrow; the design of critical thinking assignments needs attention; departmental oversight of general education course design as it relates to learning outcomes needs attention; and the faculty as a whole needs to be sensitized to the need for improvement in critical thinking skills.

Using a standard evaluation form, faculty teaching the general education capstone course assessed presentations given by 308 students. Only 7 percent of the presentations were judged inadequate. In general, faculty evaluators believed the students used "acceptable diction and grammar," but needed improvement "differentiating between opinion and fact" and "presenting effectively."

Results from the ACT Alumni Survey were used to assess 167 students. Respondents indicate ECU contributed as much or more to their personal growth on items associated with critical thinking than indicated by past alumni samples. When compared to past ECU alumni and the public college sample, ECU alumni respondents were more satisfied than the public college norm with their acquired skills related to their ability to "make logical inferences and reach correct conclusions." They were as satisfied with their ability to "define and solve problems." ECU alumni were relatively more satisfied than the public college norm with their college's contribution to their personal growth in "understanding written information." ECU alumni respondents were more satisfied than the public college norm with their acquired skills related to their ability to "speak effectively."

Program Outcomes Assessment

During 2000-01, a total of 867 students participated in undergraduate program assessment. Degree programs used a variety of instruments to assess student outcomes, including locally developed exams, standardized tests (such as the ETS Major Field Achievement Tests (MFAT) and the Area Concentration Achievement Tests (ACAT)), portfolios, and various constituent surveys. Licensing and certification tests, such as the Certified Public Accountant (CPA) Exam, Oklahoma Council on Law Enforcement Education and Training (CLEET) Exam, National Council Licensing Exam for Registered Nurses (NCLEX-RN), and the Certification Exam for Oklahoma Educators (CEOE) were also used.

Student performance for many programs met or exceeded performance goals. Many programs had pass rates exceeding 83 percent including Biology Education; Early Childhood Education; Elementary Education; Health, Physical Education, and Recreation Education; Special Education; Art and Art Education; English Education; Health Information Management; and Math Education.

Student Satisfaction Assessment

In 2000-01, ECU administered the ACT Student Opinion Survey (SOS) and ACT Alumni Survey, collecting 690 responses from currently enrolled students and 167 responses from alumni who graduated within the past five years.

The results of the SOS show ECU students have a higher level of satisfaction than the public college average. Those items showing the greatest positive response above the public college norm were the campus bookstore, student union, laboratory facilities, racial harmony on the campus, flexibility to design your own program, class size relative to the type of course, attitude of faculty toward students, personal safety/security at this campus, concern for you as an individual, library facilities and services, computer services, academic advising services, financial aid services, and laboratory facilities. Those areas drawing negative responses included student dissatisfaction with residence hall rules and regulations, residence hall services and programs, and food services.

Responses to the ACT Alumni Survey also were positive. Students observed:

- Attending ECU improved their quality of life (93 percent responded "probably" or "definitely yes");
- They would attend ECU again (78 percent responded "probably" or "definitely yes");
- ECU's relative quality of education compared to other colleges (76 percent responded "about the same" or "better"); and
- They were prepared for continuing education (96 percent "adequately" to "exceptionally well").

Graduate Student Assessment

A total of 113 graduate students was assessed during the 2000-01 academic year using the Certification Exam for Oklahoma Educators (CEOE), the National Counselor Preparation Exam, the Rehabilitation Counselor Certification (CRC) Exam, locally developed comprehensive exams, internships, practicums, portfolios, and various constituent surveys. The pass rate on the CEOE for school counseling graduate students exceeded 87 percent in several areas. The pass rate on the Rehabilitation Counselor Certification (CRC) Exam was 97 percent. Other assessment data collected to date indicate that most program goals are either being met or close to being met. In addition, alumni and employer surveys show a high degree of satisfaction with ECU's graduate programs.

Northeastern State University

Entry-Level Assessment

Effective spring 1992, all first-time entering freshmen and freshman transfer students with six or fewer credit hours, were required to participate in English and mathematics placement examinations prior to enrolling. NSU administers the Test of Standard Written English (TSWE) and the Basic Algebra Test (BAT). Because the Office of Assessment Services gave the TSWE and the BAT tests to all prospective NSU students through the spring and summer of 1994, full implementation of using the ACT as the first cut-score began in the spring of 1995. Students scoring below the ACT subscore of 19 in reading are administered the Nelson-Denny Reading Test. Students not performing at the 12th grade reading level are required to enroll in remedial reading.

Beginning fall 2000, a paper/pencil version of CPT was introduced to place students beginning spring 2001; computer versions began in spring 2001. Students scoring below 80 on the CPT - Sentence Skills test, below 75 on the CPT-Elementary Algebra test, or below 75 on the CPT - Reading Comprehension test are placed in remedial courses.

Of the 1,025 fall 2000 first-time freshmen, 471 (46 percent) enrolled in at least one remedial course: 216 (21 percent) in English, 430 (42 percent) in math, 29 (3 percent) in science, and 97 (9 percent) in reading.

During the fall 2000 semester, students enrolled in remedial mathematics (Math 0123 and 0133) demonstrated a pass rate of 59.6 percent and 64.9 percent, respectively. College Algebra (Math 1513) had a pass rate of 59.9 percent. English 0123 had a pass rate of 71.1 percent and English 1113 showed a pass rate of 82 percent. For spring 2001, the pass rates were 49.5 percent for Math 0123, 62.5 percent for Math 0133, and 48.7 percent for Math 1513. English 0123 had a pass rate of 49.6 percent and English 1113 had a pass rate of 69.5 percent. Students scoring below the designated cutscores for each test are required to participate in remediation before enrolling in college-level courses. Students who completed remedial courses were retested using the TSWE or CPT. Students who score below the cutscore are encouraged to participate in further remediation.

Each fall semester, NSU administers the Freshman Survey to orientation classes. In fall 2000, 698 students responded to the survey, which provides useful demographic data on incoming freshmen and also measures the students' attitudes, values, and aspirations. When NSU freshmen were compared to a national peer group, several differences were apparent. NSU has one of the largest enrollments of Native American students, 32 percent compared with 3.2 percent nationally for four-year colleges. Eighty-four percent of NSU's first-time freshmen live close to the campus as compared to 61.5 percent nationally. The availability of financial aid was listed by 40 percent of NSU's students as being a reason for selecting NSU, compared to 26.7 percent nationally. The results also showed that NSU's first-time freshmen were less prepared in foreign language, physical science, and art and music when compared to their national counterparts.

Mid-Level Assessment

NSU uses the College Base Academic Subjects Examination (BASE) as the primary assessment instrument for general education. The BASE test is a criterion-referenced test that determines the degree to which student mastery has been attained on particular skills. A locally developed instrument is used to assess the content areas not measured on the BASE test: humanities, speech, and health/nutrition. NSU administers the test to students who have taken between 45 and 70 credit hours. Any student who has transferred six or more hours to NSU does not take the test.

In fall 2000, responses from students resulted in 30 complete tests. Since students are only required to take subsets of the sections, or the writing sample, a complete BASE test required numerous student answer forms. The composite score of 270 for the test is slightly more than one standard deviation below the national mean performance of 300. The scores of 278 in English, 269 in mathematics, 250 in science, and 284 in social studies were all below the national mean. Locally developed mid-level assessment instruments were administered to measure health/nutrition, humanities and speech. The results of the humanities, speech and health/nutrition tests are lower than desired for the 2000-01 year.

Several institutional changes have been proposed in response to the mid-level assessment results. Units that offer general education courses were encouraged to reevaluate course objectives and develop tests that would best measure these objectives. Meetings between the Office of the Vice President and faculty were held to discuss the variance that exists between instructors and sections of the same offerings. Students must meet English proficiency in the first 60 hours of college work. A portfolio approach has been adopted by speech and humanities for general education assessment.

Program Outcomes Assessment

In fall 1992, outcomes assessment measures were in place for half of the majors in each college. During 2000-01, the Assessment Coordinator met with each of the assessment committees to review relevant test results and to facilitate each committee setting standards of student performance based upon criterion outcomes. Data are now being gathered using these criteria.

Several significant institutional changes and plans have resulted from assessment in the academic major.

- The Bachelor of Arts in Mass Communication faculty has concerns about the effectiveness of the Capstone for this major. Student course evaluations were not good and indicated that adjustments should be made. The Mass Communication faculty began meeting to alter the course to make it more effective.
- Plans are underway to update the Meetings and Destination Management Core exam, utilizing the current teaching staff. The exam will be given to graduating seniors who have completed all the core requirements
- Previous assessment has resulted in a complete revision of the industry program curriculum. The current assessment results have indicated areas where students are not performing as well as expected. Additional improvements need to be made to these areas, so that students are better prepared to meet national guidelines.

- All students obtaining a degree in chemistry are now required to complete a two semester component of undergraduate research under the close supervision of a faculty research advisor.
- Nursing program improvements included: revision of the Systematic Program Evaluation Plan according to the National League for Nursing Accrediting Commission (NLNAC) recommendations and assessment results; identification of outcome measures, statistical analysis (as applicable), and criterion for each accreditation outcome; deletion of some assessment measures; development of portfolio checklists for the 2001-02 academic year; and implementation of monthly departmental assessment committee meetings.
- The Political Science Department has recently strengthened the research methods and international areas of the program to address deficiencies revealed in earlier assessments. The faculty will look at the test results and consider adding test questions designed to provide additional measures of competencies in these areas.Student Satisfaction Assessment

NSU rotates its usage of the College Student Experiences Questionnaire (CSEQ) and the Student Opinion Survey (SOS) as measures of student satisfaction. During the spring 2001 semester, the SOS was administered to a representative sample of 191 students. The results of the SOS were similar to the last three administrations and indicate that NSU students mirror the national student body.

The Senior Survey was administered to 147 students in fall 2000 and to 145 students in spring 2001. Graduating students report overall satisfaction with their experiences at NSU and rate transcript services, admission, and official publications as the highest student services. They are least satisfied with parking services, degree checks, and classroom facilities. During spring 2001, 75 alumni were surveyed and reported similar positive attitudes about their experiences at NSU.

Graduate Student Assessment

Graduate level assessment is conducted using standardized and faculty developed tests, capstone course papers, and exit interviews. Faculty select the measurements and attempt to test one-half of the graduate students in a given program. The College of Business refined the assessment for the Master of Business Administration, and the College of Education is using a teacher-developed instrument. Several programs are using portfolio assessment. The Graduate Council is considering requiring course-embedded assessment within the specific degree programs.

In graduate programs where certification is required and necessary, the pass rate and scores are very high, near 100 percent. Scores are lower where institutionally-developed instruments are used.

Northwestern Oklahoma State University

Entry-Level Assessment

In 2000-01, Northwestern Oklahoma State University (NWOSU) used the Computerized Placement Test (CPT) as an entry-level assessment tool to determine which course placements are needed and whether remedial courses will be required. It is a four-component system of testing in English, algebra, arithmetic, and reading. The CPT system does not contain a science testing component; therefore, members of the science faculty have chosen to combine the reading and arithmetic portion of the CPT to place students into science classes.

A total of 250 students was tested using the CPT. This included first-time freshmen who scored below 19 on any subject score of the ACT or less than a 455 on the mathematics or verbal portions of the SAT assessment. These freshmen were required to participate in secondary testing to ensure proper placement in mathematics, reading, science, and English courses.

Of NWOSU's 373 first-time freshmen in fall 2000, 146 (39 percent) enrolled in one or more remedial courses as follows: 55 (15 percent) in English; 128 (34 percent) in mathematics; and 11 (3 percent) in reading.

Mid-Level Assessment

The College Base Academic Subjects Examination (BASE) assesses students in relation to a defined body of knowledge rather than comparing student performance against the performance of others. This makes the results better suited for assessing strengths and weaknesses of individual students and academic programs than for comparing the different institutions. The BASE was chosen because test items closely match the objectives of NWOSU's General Education Program.

In October 2000, 37 students who completed an identified core of classes in the general education curriculum were tested at NWOSU using the BASE. Students were selected from the university database and sent a letter requesting that they participate in the testing. Students were given a choice of several dates when they could come to the Academic Assistance Center to take the test. A student who is invited to test but fails to do so is not allowed to pre-enroll for the spring semester. A total of 37 tests was graded.

The BASE composite score represents overall student performance. The composite score for NWOSU was 276 for all students, down from last year's score of 287. However, the 2000-01 cohort demonstrated a comparative strength in mathematics with a score of 305, more than 17 points greater than the composite score of 276. There is a comparative weakness in Social Studies and English, since both scores (248 and 256 respectively) are more than 17 points below the composite. The Social Studies score is also significantly lower in comparison to the 1999 NWOSU score of 276.

In 2000-01, the Northwestern University Comprehensive Assessment Program Committee (NUCAP) identified six institutions with similar enrollment and mission for comparison with NWOSU. The mean composite score for the seven institutions (NWOSU plus the six selected institutions) was 277. Therefore, NWOSU's composite score of 276 was lower than the comparison group, but not significantly lower. NWOSU had a significant strength in the area of mathematics (22 points higher). The science score (15 points higher) was substantially higher than the group. The social studies (27 points lower) and English scores (21 points lower) were significantly lower when compared to the group's scores in these areas.

There is concern that this year's mid-level results indicate a decrease in students' abilities in every area. This information has been shared with the academic deans so that they may address the concern.

Program Outcomes Assessment
This is the fifth year of program outcomes assessment at NWOSU. Program outcomes were initially assessed in most programs in spring 1996. Among the measures used are the Major Field Achievement Test (MFAT), education department portfolios, and the Area Concentration Achievement Test (ACAT).

In 2000-01, 34 graduating seniors in accounting and business administration were tested using the MFAT. Scores dropped in six of the eight areas. Economics and finance continue to be two problem areas, although there was an increase in finance scores. Overall, this year's group does not appear to be as strong as last year's. Fifteen of the 34 students tested this year scored above the 50th percentile (44 percent) while 19 were below the 50th percentile (56 percent). This is lower than past years except for 1998. The business department will continue to closely monitor student performance. No instructional changes are planned at this time.

In education, majors are assessed using a comprehensive portfolio process that spans the entire program. The final portfolio review is a requirement for the successful completion of the program. The department assessed a total of 65 student portfolios in 2000-01. The portfolio review committees initially approved 22 student portfolios at the end of fall semester and recommended improvements in 2 portfolios. During the spring semester, 30 student portfolios were initially approved and 11 students received plans of improvement. Education course requirements are being analyzed to determine the courses that offer opportunities for artifacts to be developed for inclusion in the portfolios.

In psychology, student performance for the eight participants in the exit assessment was weaker than in previous years, with only two students above the 50th percentile. One student was at the 75th percentile while another was at the 92nd percentile. Of the remaining students assessed, one student was between the 25th and 50th percentile, with a percentile rank of 31. Another was just below the 25th percentile with a percentile rank of 21. Three students were substantially below the 25th percentile, with ranks at the 11th, 7th, and 6th percentiles. Continued monitoring of content area performance is needed to determine any program changes.

Many programs with low numbers of graduates either did not test program completers or test results were inconclusive.

Student Satisfaction Assessment
NWOSU conducted a Student Opinion Survey (SOS) during spring 2001. A total of 229 students participated in the survey. The SOS measures student satisfaction. The most significant information gathered from the survey was that NWOSU students rate the university in general a 3.85 out of 4.0 in level of satisfaction.

In the area of college services, students were most satisfied with the credit by examination (CLEP) (4.18) and least satisfied with food services (2.48). In the area of student satisfaction for the college environment, all areas included had satisfaction averages between 2.96 and 4.20. Students were most satisfied with class size relative to the type of course (4.20) and least satisfied with the purposes for which student activity fees are used (2.96).

The ACT Alumni Survey was conducted to gather data from 1997 NWOSU graduates to aid in the overall assessment of the university. One hundred and fifty graduates were randomly selected to participate in the survey. Unfortunately, the response rate was very small, therefore, interpretation of results may not be valid. Alumni listed location and size as the two main reasons for attending NWOSU. More than 55 percent rated the quality of education at NWOSU in comparison to other colleges to be about the same or better.

Graduate Student Assessment

The Graduate Program Self-Assessment (GPSA) is another part of NWOSU's assessment plan. The GPSA employs a questionnaire distributed to faculty, students, and alumni of the institution. The most recent data from the GPSA include 6,329 respondents for master's programs. Education and social science are the most logical groups to which NWOSU should compare itself, since the university only offers master's degrees in education and psychology.

Each group was compared to the national norms. NWOSU faculty responses tended to be consistent with the national norms. The one notable exception is the area of available resources. Faculty at NWOSU tended to rate this area considerably higher (3.21) than did faculty nationwide (2.50). Students at NWOSU tended to rate all scales higher than their national counterparts. The highest scales were curriculum (mean of 3.13 versus a national mean of 2.73) and departmental procedures (mean of 3.23 versus a national mean of 2.80). NWOSU alumni tended to rate the scales lower than the national alumni. However, differences were small.

The results of Comprehensive Exams given during the 2000-01 school year as part of the graduate-level assessment plan show that 33 Master of Education candidates passed and 3 failed. Three Master of Behavioral Science candidates passed the exam while one failed. There are no changes proposed for the Graduate Program at this time.

Southeastern Oklahoma State University

Entry-Level Assessment

Entry-level assessment at Southeastern Oklahoma State University (SEOSU) focuses on ensuring academic preparedness with an expected outcome of increased retention of these students. All students entering SEOSU for the first time are assessed using ACT or SAT scores. Secondary assessment at SEOSU uses results from the Computerized Placement Test (CPT) for mathematics, English, and reading and the Stanford Test of Academic Skills for science. In 2000-01, SEOSU admitted 1,869 undergraduate students, of whom 28 percent were required to take the English secondary test; 42 percent were required to take the math secondary test; 24 percent were required to take the reading secondary test; and 29 percent were required to take the science secondary test. These students included first-time freshmen, transfers, and readmits. A comparison with the 1998-99 and 1999-00 assessment results indicates an increase in the number of students who were required to participate in secondary testing in English, math, reading, and science.

Of SEOSU's 576 first-time freshmen in fall 2000, 206 (36 percent) enrolled in one or more remedial courses as follows: 92 (16 percent) in English; 83 (14 percent) in mathematics; 56 (10 percent) in science; and 91 (16 percent) in reading.

To evaluate effectiveness of entry-level assessment and remedial courses at SEOSU, data are collected on improved retention, GPAs and CPT pre-test/post-test scores of students who take remedial coursework. The data collected showed a significant increase in course retention rates, as well as pre- and post-test scores for students enrolled in remedial coursework. Data for fall 2000 showed increases from pre-test to post-test scores of 15.00 for English, 38.72 for elementary algebra, 56.00 for intermediate algebra, and 10.27 for reading. Seventy percent of students who made passing scores on secondary placement tests and were placed in college-level English, history, biology, or physical science courses earned a grade of "C" or better.

Mid-Level Assessment

Mid-level assessment provides information to SEOSU faculty about the development of collegiate skills among juniors in areas such as mathematics, reading, writing, critical thinking, and science reasoning. About 250 to 300 juniors are tested each semester with nationally standardized examinations. In spring 2001, 223 juniors were tested, of whom 39 percent indicated that they had been enrolled at SEOSU since their freshman year. An analysis of 2000-01 Collegiate Assessment of Academic Proficiency (CAAP) scores revealed that students who were enrolled as freshmen at SEOSU scored significantly higher than students who were not enrolled as freshmen across all tests and sub-tests.

CAAP results reveal two trends in the data over the last seven years. First, SEOSU juniors repeatedly score higher with fall administration as opposed to spring administration. The second trend evident is that SEOSU juniors score below the national average when compared with the normed sample of students attending four-year public colleges; however, in overall comparison of the scores to the normed scores, SEOSU's scores consistently fell within one standard error of measurement from the national norm.

The General Education Committee has proposed two changes for mid-level assessment. The first is to use selected general education classes and junior-level classes in a major or minor sequence for class testing trials. This will allow comparison of population test results with sample test results using an aggregate score. The second change includes the development of an assessment program embedded in the curriculum. When used with data from CAAP, these changes will create a more complete system for assessing general education.

Program Outcomes Assessment

Program outcomes assessment measures the extent to which graduating students are meeting their stated program goals and objectives. SEOSU faculty use comprehensive standardized and locally developed examinations, certification tests, surveys, interviews, and senior seminars to measure outcomes. Results from these tests have led to curricular changes to move academic programs closer to national standards, when a standard exists in the particular field.

The following changes were implemented as a result of program outcomes assessment:

- The Art Department created two new courses and modified the art education degree from a bachelor of art to a bachelor of science degree;
- The Social Science Department revised the program student outcome objectives, developed a pre/post survey to assess the new program outcomes, and developed a one-hour Introduction to Research course;
- The theater program altered the curriculum to include a dance minor, included technology enhancement, and upgraded safety standards in the work place to meet OSHA requirements;
- The Biological Sciences Department faculty developed a core set of courses to be required of all students majoring in biology, conservation, and science education. The department added a new program in environmental science;
- The Computer Science and Technology Department modified the program curriculum to include technical and professional writing, developed a course in computer ethics, offered two upper-division courses by interactive educational television, and suspended one program;
- The Mathematics Department converted the methods course to a semester course, added a technology for mathematics course to the curriculum, and began developing an alumni survey to be administered in 2003;
- The Occupational Safety and Health Department established a computer lab, reorganized the class schedule and offerings, and developed a business-industry advisory committee;
- The Accounting Department merged with the Finance Department; and
- The Educational Instruction and Leadership Department will include components on behavior management and students with diverse learning needs in the curriculum.

Student Satisfaction Assessment

Student satisfaction assessment has been an ongoing activity since 1985. Since 1992, graduating seniors have been surveyed once each semester, using the ACT Student Opinion Survey (SOS) and the College Outcomes Survey (COS). Since 1995, locally developed surveys have been administered to juniors participating in mid-level assessment testing. In spring 1996, a local survey was developed for graduating master's students. Each year more than 1,500 individuals are surveyed, ranging from freshmen to alumni.

In fall 2000, 169 graduating seniors were assessed using the SOS. These seniors rated the university at a statistically higher level than do students in the national sample. Students expressed strong satisfaction with their SEOSU experience and with the services provided by SEOSU offices. SEOSU exceeded the public college sample and national sample mean in academic, admissions, rules and regulations, facilities, and registration areas. One area of concern about how student activity fees are used will continue to be examined and addressed. College service area strengths are academic advising, job placement services, library facilities, financial aid services, food service, college-sponsored tutorial services, cultural programs, and computer services.

The Office of Enrollment Management is doing an extensive review of student satisfaction data for developing retention and recruitment plans designed to meet strategic enrollment goals. In response to the student satisfaction assessment, SEOSU is constructing a new student union to assemble all student services in one location.

Graduate Student Assessment

SEOSU offers five masters degree programs: the Master of Business Administration (MBA) and the Master of Science in Aerospace Administration, both of which are housed in the School of Business; the Master of Behavioral Studies (MBS) and Master of Education (M.Ed.), both of which are housed in the School of Education and Behavioral Sciences; and the Master of Technology (MT) which resides in the School of Arts and Sciences (formerly the School of Science and Technology). Each of the programs is at different stages in developing a formal assessment program.

MBS students were administered the locally developed Mater's Programs Graduate Survey and took the Counselor Preparation Comprehensive Examination (CPCE). Results of the CPCE and the Graduate survey indicated that the outcomes for the MBS program were being met.

The M.Ed. program uses a variety of assessment methods which include the local Master's Graduate Survey, the Comprehensive Examination, and results from the Oklahoma Subject Area Test (OSAT). In 2000-01, the M.Ed. Program reported the following assessment activities: 56 students were assessed using the Comprehensive Examination; 58 students took the OSAT; and 19 students responded to a locally developed master's survey. Results from the Comprehensive Examination show that 59 percent of the students tested passed the first test and 100 percent passed the second test. The pass rate for the OSAT was 93 percent. Responses to the master's survey included 23 positive comments and nine positive comments specifically about the faculty.

Full implementation of the MBA program assessment plan is in progress and useable results are not yet available.

The following changes have been implemented based on graduate assessment data:

- The M.Ed. program in school counseling hired a coordinator with appropriate credentials; strengthened the program emphasis in the area of measurement and evaluation; integrated a portfolio system; conducted an ongoing review of selected course syllabi; and increased the number of hours for program completion to 48;
- The M.Ed. program in education is planning to strengthen its programs in the following ways: (1) hiring a graduate assistant; (2) enhancing faculty credentials in school administration; and (3) enhancing technology; and

- The MBS program is planning the following changes: (1) enhance the internship experience; (2) increase emphasis on faculty licensure where possible; and (3) implement continuous review and modification of curriculum for currency.

Southwestern Oklahoma State University

Entry-Level Assessment

Southwestern Oklahoma State University (SWOSU) uses Accuplacer Computerized Placement Tests (CPT) on both the Weatherford and Sayre campuses for secondary placement testing. Tests are administered in testing labs by appointment or on a drop-in basis. At the Weatherford Campus, 1,066 pre-test CPT's were administered during 2000-01; 454 were administered at the Sayre Campus. Students are allowed an opportunity for one re-test in each subject area. During 2000-01, 39 percent of the re-tested students passed remedial English; 30 percent passed mathematics remediation; and 45 percent passed remedial reading.

In fall 2000, 174 of SWOSU's 813 first-time freshmen on the Weatherford campus (21 percent) enrolled in one or more remedial courses as follows: 54 (7 percent) in English; 133 (16 percent) in mathematics; and 52 (6 percent) in reading. Of the 120 first-time freshmen on the Sayre campus in fall 2000, 63 (53 percent) enrolled in one or more remedial courses: 9 (8 percent) in English, 57 (48 percent) in mathematics, and 20 (17 percent) in reading.

Entry-level placement effectiveness has been verified by tracking student success levels as students completed remedial and collegiate courses. The percentage of students successfully completing remedial courses in 2000-01 has remained consistent with previous years. Students who successfully completed remedial courses performed better in collegiate-level courses than freshmen who addressed a deficiency by meeting testing requirements rather than enrolling in remedial coursework. Overall, the entry-level program functions satisfactorily. Faculty are reviewing the structure of remedial English, mathematics, and reading courses for ways to improve student achievement. Faculty and administration will re-visit cutscores for each of the three areas. Another testing software program will be reviewed.

Mid-Level Assessment

All students enrolled in general education courses at the Weatherford and Sayre campuses (an estimated 2,800 students) participate in mid-level assessment. Curriculum-embedded methods used in all general education courses assess four main goals: (1) competency in written communications; (2) mastery of core mathematics concepts and understanding of mathematics principles, symbols, and logic; (3) skills in problem solving, and critical and creative thinking; and (4) understanding and competency in use of technology, computer literacy, and information systems.

According to local assessment data, students are performing satisfactorily. Data indicate that benchmarks for student achievement are being met in the general education courses. For example, scores on the Collegiate Assessment of Academic Proficiency (CAAP) and the Pre-Professional Skills Test (PPST) compared favorably to national norms. A small cohort selected for critical thinking ability testing earned scores that were a five percent improvement over the previous year's cohort scores. The 2000-01 mid-level assessment also revealed that faculty had modified their curriculum-embedded assessments by stating their course objectives in more measurable terms or selecting different measures to document student achievement. Faculty also have reported revisions in assessment and instruction methods, as well as refinements of course objectives. The flexibility of curriculum-embedded assessment allows changes to be made and efficacy of changes to be assessed more efficiently.

Faculty rely on feedback from formative methods to improve instruction and modify activities. Sharing the information with students and making the assessment part of the course requirements create an environment for meaningful participation of students. The general education program and assessment activity were cited as strengths by the North Central Association Evaluation Team.

Program Outcomes Assessment

Program outcomes assessment at SWOSU is faculty-driven. Faculty design, select, administer, and report their findings collectively to the Assessment Center for the associate, baccalaureate, and graduate degree programs. Faculty use several types of measures including electronic and video portfolios; focused interviews; pre- and post tests; research projects; standardized tests; locally developed tests; student performance on licensure and certification exams; and evaluation of entry-year teaching, clinicals and internships.

Outcomes assessments reflect the levels of student achievement. Some examples are SWOSU students' excellent performance on licensure and certification exams. In most instances, the pass rates exceed state, regional, or national pass rates. Several degree programs utilize standardized exams for external measures of academic achievement. Students' scores on the nationally normed exams help determine needed curricular revisions. Pharmacy graduates are an excellent example of graduates who excel on registry exams. During 2000-01, pharmacy graduates of SWOSU earned a 95.7 percent pass rate on the national licensure exam (NAPLEX), compared to the national average of 90 percent.

The following changes occurred as a result of program outcomes assessment:

- A new course has been introduced to integrate technology into the teaching and learning of mathematics.
- The Social Sciences Department plans to revise the criminal justice program, including the addition of a criminal justice administration course and the review of the juvenile justice course. History course offerings will be expanded. A senior portfolio project will be initiated and the practicum structure will be modified in the social work program.
- Faculty in the School of Business have developed a curriculum proposal to offer a new program.

Student Satisfaction Assessment

Instructional quality and university services were assessed using instructional evaluations and the Student Satisfaction Survey (Sayre Campus). The Senior Survey and the Graduate Degree Survey are administered every other year. University-wide alumni surveys are conducted every five years. Some degree programs have administered specialized surveys and focus group interviews.

In 2000-01, over 24,000 class/instructor evaluations were completed by approximately 4,956 students. On a scale of one (far above average) to five (far below average) students rank SWOSU courses at 2.18 and instructors at 1.95. Results showed that SWOSU students believe that their instructors "frequently" or "almost always" demonstrated valuable teaching habits.

Twenty-eight Sayre associate degree graduates completed the Student Satisfaction Survey. These students express satisfaction with their educational experience. Eighty-six percent would "definitely" or "probably" recommend SWOSU at Sayre to someone who wanted to major in their field. Half of the Sayre graduates who responded to the survey plan to continue their education on the Weatherford campus.

Graduate Student Assessment

All graduate students participated in assessment at SWOSU. Results from 2000-01 compared favorably with data from previous years. Students performed well, as indicated by results from clinical and internship evaluations, research projects, and comprehensive exam scores. The employment rate for graduates met or exceeded previous records for the majors. Due to changes occurring externally for licensure and certification for graduates and due to professional accrediting agency requirements, assessment goals and methods are being revised.

The following changes occurred due to graduate student assessment:

- A proposal has been submitted to replace the master of education programs in secondary education with one master of education program in secondary education which includes content specialty options. The Graduate Council will consider this revision.
- Changes in accreditation requirements and an examination of cumulative data from the Oklahoma Subject Areas Test for School Counselors prompted the School of Education to revise the master's degree program in that area. The revisions were reviewed by the appropriate curriculum and administrative committees and implemented in the fall 2000 semester.

Rogers State University

Entry-Level Assessment

At Rogers State University (RSU), the ACT is used as the first indicator of academic readiness. Students who score below the recommended subject test score of 19 or those who have not had specific coursework to prove proficiency in the basic skills are referred for secondary testing. Transfer students are evaluated on the basis of existing ACT scores and/or completed coursework. Secondary instruments include the ACT Computer Adaptive Placement Assessment and Support System (COMPASS) and the Stanford Test for Academic Skills in Science (STASCI). Students who are at risk in one or more basic skills areas – English, reading, math, or science – are enrolled in appropriate remedial studies classes.

In 2000-01, a total of 1,791 students was placed using ACT, secondary testing, or prior coursework. Of those, 1,191 students (66 percent) participated in secondary testing for one or more of the basic skills areas. Fifty percent of these students passed the English proficiency; 30 percent passed the math proficiency; 51 percent passed the reading proficiency; and 59 percent passed the science proficiency.

During 2000-01, 1,628 students completed remedial courses. Of this group, 71 percent passed remedial English; 77 percent passed remedial math; and 53 percent passed remedial science. Remedial math courses had an average pass rate of 65 percent.

Of RSU's 640 first-time freshmen in fall 2000, 340 (53 percent) enrolled in one or more remedial courses as follows: 157 (25 percent) in English; 300 (47 percent) in mathematics; 39 (6 percent) in science; and 54 (8 percent) in reading. In remedial English, 57 percent of the students passed, while 27 percent of the students in remedial mathematics passed. In remedial reading, 66 percent of the students passed, while 70 percent of the students in remedial science passed.

RSU reviews the appropriateness of cutscores on secondary assessments. This process involves examining the successful completion rates in both remedial and college-level courses. Student retention is also a factor. Additionally, a pre-test linked to course objectives is administered at the beginning of each semester in every remedial course. If a number of students pass the pre-tests, it would indicate that further examination of cutscores was warranted. As a result of this review, new cutscores were established for the COMPASS Algebra test. Placement decisions will continue to be reviewed on an annual basis.

The progress of students enrolling in remedial courses is also tracked. Students who complete remedial courses had equivalent success rates when compared to those students who took college-level courses. As the tracking system for RSU is refined to match its new mission, the process will help demonstrate the effectiveness of preparing students for college-level coursework.

Mid-Level Assessment

RSU continues to make transitions to a baccalaureate granting institution. As a result, mid-level assessment continues to evolve. A course-embedded assessment strategy of general education courses has been developed where faculty specify the general education goals paramount to the objectives of their course(s). Faculty specify the core knowledge areas of the course and establish appropriate performance criteria and assessment procedures to measure student progress. During the 2000-01 academic year, this process was piloted by the School of Liberal Arts. The process has been formally adopted by the Assessment Committee and Curriculum Committee with expectations that it will be fully integrated by spring 2002.

General education assessment activities will focus on the following student outcomes expected of all majors matriculating through both two- and four-year degree programs:

1. Write and speak effectively;
2. Analyze written, oral, and visual communication;
3. Apply math and logic in problem solving;
4. Use computers and other technologies;
5. Demonstrate knowledge of the history and principles of social institutions;
6. Demonstrate knowledge of human values, beliefs, and behaviors;
7. Demonstrate knowledge of the meanings and purposes of the arts;
8. Demonstrate knowledge of the relationship between people and their environment; and
9. Think creatively and critically.

In spring 2001, a student survey was administered to a randomly selected group of 331 students. Sixty-six percent agreed that RSU courses improved their writing ability; 61 percent agreed that RSU improved their oral presentation skills; 100 percent of the students agreed with the statement concerning service to the community; and 60 percent agreed that RSU courses helped their critical thinking ability. Results from course-embedded pre-test to post-test comparisons indicate that students are achieving RSU's general education outcomes.

Program Outcomes Assessment

Departmental faculty are directly responsible for assessing individual program goals and have implemented a variety of assessment methodologies: portfolios; capstone projects; licensure and certification exams; pre/post testing; standardized exams; and surveys of students, graduates, alumni, and employers.

Several departments have made instructional changes on the basis of findings:

- The Humanities faculty are refining the instruction of Western cultural heritage.
- The Social Science faculty have made program modifications to the Bachelor of Science in Social Science.
- The Criminal Justice faculty have revised the curriculum to strengthen the criminal justice program.
- Faculty responsible for the Alcohol and Drug Abuse Program have adjusted instructional materials to take advantage of new technologies, and more emphasis will be given in communication and writing skills necessary in substance abuse counseling.
- Accounting faculty have proposed the use of portfolios for student assessment.
- Technology faculty are modifying the instructional methods for programming courses and expanding coverage of spreadsheets and databases in microcomputer applications courses. They also are recommending that students enroll in English Composition as early as possible since written communication is a concern.

- The Department of Mathematics and Sciences will make instructional adjustments as a result of pre-test and post-test comparisons, appoint an assessment coordinator for the department, review objectives as they relate to program goals/outcomes, adjust the reporting format, and address the measurement of critical thinking within the math and science curriculum.
- Health Science faculty have made changes to improve how instruction in the nutrition course is delivered via compressed video and have also adjusted the curriculum for the paramedic program.

Student Satisfaction Assessment

Student satisfaction assessment is grounded in its stated mission and purposes. Student satisfaction assessments target these dimensions from a multi-faceted standpoint and provide valuable information for an evolving new regional university in maintaining its effectiveness in the student educational experience. Six different surveys were developed and/or administered during 2000-01: 1) a locally developed student opinion survey, 2) student satisfaction and course evaluations completed by online students, 3) a course evaluation questionnaire, 4) a graduating student satisfaction survey, 5) a locally developed survey of all withdrawing students, and 6) a non-returning student survey.

Results from the student opinion survey show that students are generally satisfied with a variety of areas central to their educational experiences. For example, 63 percent of the respondents indicated they are "satisfied" or "very satisfied" with the quality of instruction at RSU. Similarly, 56 percent are "satisfied" or "very satisfied" that instruction in their major field of study is excellent. Fifty-two percent report being "satisfied" or "very satisfied" with tutoring services, and 57 percent are "satisfied" or "very satisfied" with the library services. Some concern is indicated with 26 percent of the responding students being only "somewhat satisfied" or "not satisfied at all" with the variety of courses offered, and only 26 percent believe that course offerings meet student needs. Adjustments to course scheduling to better serve students have been implemented.

The survey of online students indicates that a majority are "satisfied" with their educational experiences. Ninety-one percent of the students expressed satisfaction with the instructor and the courses in which they were enrolled.

Results from the course evaluation survey indicate that 93 percent of students "agree" or "strongly agree" that the instructor communicated expectations at the beginning of the course and that the instructor was well prepared. Eighty-six percent "agree" or "strongly agree" that the instructor was concerned with student's progress in the course.

Results from the student withdrawal survey indicate that the top five reasons students attribute to withdrawing include: job conflict, dissatisfaction with grade, personal issues, family responsibilities, and dissatisfaction with course. However, 70 percent of the respondents indicated they are "likely" or "very likely" to return to RSU.

Results from the non-returning student survey indicate that the top five reasons for not returning include: educational goal was met, financial concerns, attending another college, family responsibilities, and job responsibilities. Additionally, 56 percent of these students report they are “likely” or “very likely” to return to RSU in the future. Finally, 78 percent of these non-returning students report that overall they are “satisfied” or “very satisfied” with their experiences at RSU.

Cameron University

Entry-Level Assessment

In 2000-01, 1,914 new students, including transfer students, were evaluated for curricular and performance deficiencies. The number with curricular deficiencies was 125. Performance deficiencies are determined under the ACT definition (score below 19) for students younger than 21, or the equivalent computer placement test (CPT) score for adults and for students who are on active-duty status with the United States Armed Forces. The number with performance deficiencies in one or more subject categories was 535 individual students who had totals of 321 (60 percent) deficiencies in English, 418 (78 percent) in mathematics, 273 (51 percent) in science, and 251 (47 percent) in reading.

Of Cameron's 846 first-time freshmen in fall 2000, 369 (44 percent) enrolled in one or more remedial courses as follows: 230 (27 percent) in English; 283 (33 percent) in mathematics; and 68 (8 percent) in reading.

The pass rates for students who were enrolled in remedial courses ranged from 41.6 percent in EDUC 0123 (Reading) to 69.2 percent in ENGL 0103. For those students who successfully completed the remedial English courses, 67.9 percent earned at least a grade of "C" or higher in English Composition I. In Survey of Mathematics and College Algebra, 61.1 percent and 65.1 percent, respectively, of the students who successfully completed the remedial Beginning and Intermediate Algebra course earned at least a grade of "C" or higher.

Several changes have occurred at the entry level since 1993, which make longitudinal data difficult to analyze. Mandatory placement was implemented in 1994; an additional science course was required for students deficient in science beginning in 1995; and curricular changes have been implemented at the entry-level in reading, mathematics, and English. However, the success rates for students at most levels in the placement system have increased steadily. Last year, for students who were placed initially in English 1113, the success rate was 73.8 percent and for students who were placed initially in Math 1513, the rate was 64.7 percent.

Mid-Level Assessment

The Institutional Assessment Committee (IAC) continued its efforts to improve and expand the mid-level assessment processes on campus. As part of this undertaking, the IAC reviewed the results of methods used to measure mid-level student outcomes. The inclusion of mid-level assessment into the existing course structure substantially increased student participation. With cooperation from the departments, faculty members now administer the assessment tools during regularly scheduled classes. Measurements for mathematics were taken in the College Algebra course, writing skills in the English Composition II course, and speaking skills in the Speech course. Through the application of a nationally developed and locally modified rating system, the IAC implemented assessment of effective speaking. The Communications Department faculty worked with the IAC to conduct the assessment of relevant general education objectives in their Fundamentals of Speech classes. Creative thinking skills were measured as part of the United States History course. The ACT Collegiate Assessment of Academic Proficiency (CAAP) writing skills essay form, the CAAP mathematics skills test, and the CAAP Critical Thinking Examinations are used to assess students in general education.

In 2000-01, the mean score for Cameron students taking the CAAP Essay Writing exam was 2.8 compared to a national average of 3.3. Cameron students who took the CAAP Mathematics exam achieved a mean score of 57.3 compared to a national mean of 58.4. The College Algebra sub-score average was approximately at the 50th percentile. National norming is scaled against a four-year program student population while Cameron has both two-year and four-year degree seeking students in the College Algebra classes. There are no national norms for the speech assessment, but data collected in that activity will be used as a baseline for comparison in future years.

With the data collected, trend analysis is now possible for the measures of writing, mathematics, critical thinking, and effective speaking skills. Cameron's trends in all measurements indicate improvement. The IAC will continue to work with the General Education Committee to improve the teaching/learning environment and increase program improvement.

Program Outcomes Assessment

The academic departments have defined program objectives and their relationship to Cameron's mission. These are then translated to assessment activities and measurements: standardized tests, capstone courses, business/industry surveys, student satisfaction surveys, portfolio assessments, and departmental exams. Thirty-five undergraduate programs are included in the assessment process. Departmental faculty received training for reporting demonstrated measurements of program quality this year. The number of programs showing direct improvement has increased. Programs, which received focused reviews to improve their processes, have all responded and are making substantial progress. This will lead to demonstrated improvement in the program outcomes.

As a result of program outcomes, Cameron plans to develop and implement a process to reward departments for appropriate program improvements and motivate them to improve programs that have not achieved North Central Association (NCA) level three assessment performance. A program has achieved level three when the assessment activity has become an institutional priority, an integral component of each academic program, and integral to each academic department's functionality. Documentation will be prepared for NCA on program assessment status.

Student Satisfaction Assessment

Student satisfaction assessment occurred via student interviews and focus groups, analysis of complaints received from students, and process reviews in each student affairs department. The National Center for Higher Education Management Systems (NCHEMS) Student Satisfaction Survey is conducted every other year, and new data will be collected during the next academic year using this tool.

The financial aid staff has embarked on a project to emphasize personalization of financial aid services by students seeing the counselors for more appointments and using email as a more efficient means of communication. More feedback to individual students will be available on the Cameron website to provide additional timely communication. Throughout the process of implementing new educational and communication strategies these initiatives will be carefully assessed to determine what works best. The assessment of this area will be a continual process.

As the SunGard Bi-Tech, Incorporated (SBI) system is launched to provide interactive web based support for business and student service activities, every effort will be made to assess services that the students receive and the Student Affairs' staff usage of the new system. The primary goal is to improve effectiveness and accessibility to services.

Graduate Student Assessment

Assessment of the Master's of Business Administration resulted in the following actions: revised study materials were provided to students preparing for the comprehensive exam; the management information system instructor is including more information on database use and interpretation; the Current Issues in Organizational Design class includes more specific oral questions when presenting and testing about the core concept items, and a practice comprehensive case was added; and the applied business strategy instructor developed an "action grid" for implementing changes in the course, including changing the examination system, eliminating topics redundant with other required courses, and using a CD-ROM disk to provide critical industry-type information for the one-hour Companion Directed Readings (CDR) course.

A professional portfolio is required for each Master of Education student, allowing them to demonstrate high levels of competence in their core and specialty areas. A minimum of two artifacts with reflections is required for the first seven program objectives. Exit interviews will now be online for easy access by students both on campus and in Europe. Other sources, such as surveys and follow-up studies, are being explored for future assessment activities.

The action plan for the Master of Science in Behavioral Science includes six items for the coming year: completing student plans of study; developing and implementing an enrollment questionnaire; creating an Internal Research Board; obtaining and analyzing National Certification Exam data; establishing a campus-based counseling and research clinic; and organizing a graduate student conference.

Langston University

Entry-Level Assessment

At Langston University (LU), ACT scores and high school transcripts are the primary tools for student admission and enrollment. Educational Testing Service's (ETS) descriptive tests of the basic skills are used as the secondary assessment tools for evaluating freshman skills in English, mathematics, and reading. Of LU's 422 first-time entering freshmen in fall 2000, 303 (72 percent) enrolled in one or more remedial courses as follows: 108 (26 percent) in English; 285 (68 percent) in mathematics; 41 (10 percent) in science; and 23 (5 percent) in reading.

In fall 2000, the ETS English basic skills score was 21.8, a slight decrease from 21.9 in fall 1999. The addition of a writing sample to entry-level assessment has had no impact on English scores for first-time entering freshmen. LU will continue monitoring English test scores through the 2002 academic year to establish a trend line for review, analysis, and evaluation. Mathematics basic skills scores remain well below the cutscore of 20 with a fall 2000 score of 14.1. In fall 2000, the reading basic skills score was 10.8, below the cutscore of 12.0.

As a result of entry-level assessment, LU plans to continue the reading improvement course (RD-1111) to support reading skills improvement among entering freshmen. Expanded hours for the reading laboratory and additional faculty and staff are priority considerations to raise the reading levels for approximately 257 students. Improvements in students' math skills remain a priority. Smaller class sizes, additional personnel, and technology enhancements will become pressing priorities. Implementing writing across the curriculum proposals will improve students' written communication skills and prepare them for a more productive future.

Mid-Level Assessment

In fall 2000, 139 students were assessed in English, mathematics, and reading using the same methodology as in entry-level assessment, i.e., ETS basic skills test. The average English score was 25.6; the average mathematics score was 19.0; and the average reading score was 13.1. When compared to the weighted average of first-time entering freshmen, the results are outstanding, with percentage improvements in English, mathematics, and reading of 27 percent, 38 percent, and 21 percent, respectively.

The existing educational strategy appears to be effective in removing student deficiencies in the basic skills. LU will continue to review educational strategy and make moderate adjustments for continuous improvements during 2001-02.

Program Outcomes Assessment

In 2000-01, 70 agriculture majors participated in the regular university-wide subject-based midterm and final exams. In addition, two graduating seniors took the Agriculture Comprehensive Assessment Test (ACAT) resulting in scores above 75 percent and comparable to those from 1999-00. As a result of program outcomes assessment, the ACAT will be restructured to include additional questions for the newly created option in Natural Resources Management and to reflect issues of contemporary interest that were taught in the class. Plans are being made to computerize the test. Further, the Agriculture Department is considering an award for the student with the highest exam score. The department continues to introduce instructional techniques that enhance student learning and mastery of basic skills and concepts in agriculture. More field and lab work will be introduced. For certain courses, field trips are planned to enhance students' experiences. Computer-based instruction will be increased.

In 2000-01, 42 human ecology majors participated in the regular university-wide subject-based midterm and final exams. In addition, six graduating seniors took a comprehensive test developed by the National Home Economics Test Consortium. The test evaluated student mastery of essential principles and concepts in human ecology. The students passed the examination with scores ranging from 75 to 85 percent.

The ETS Major Field Assessment Test (MFAT), internally developed comprehensive examinations, the Oklahoma Teacher Certification Test (OTCT), and the Internship were used to evaluate program outcomes for the 67 School of Arts and Sciences graduating seniors. The following are the results of program outcomes assessment:

- Biology faculty updated all course syllabi to reflect knowledge and new instructional techniques, conducted tutoring sessions, and maintained a portfolio with information about extracurricular and academic achievements, transcripts, and written papers for each student in the program.
- Nine communications majors took the Broadcast Rules Exam scoring 85 percent or better. Ten students presented senior portfolios for evaluation and grades in the communication seminar course, and the grades ranged from 84 to 93 percent.
- Two music education majors passed the OTCT, giving the department a 100 percent pass rate. The Department of Music restructured the curriculum into fall and spring course sequences and revised the piano proficiency handbook.
- Sociology faculty are conducting bi-monthly seminars to address student deficiencies and test-taking skills, and course offerings are being modified to ensure that content is commensurate with state and national standards.
- Seven technology students completed an internally developed test. Scores ranged from 51 to 73 percent correct. In previous assessment years, scores ranged from 36 to 80 percent. Upperclassmen tutor underclassmen experiencing difficulty in their specialty areas.

The School of Business assessed 128 students using the MFAT. Students improved their overall subject scores 11.4 percent when compared to 2000 examinees and 6.0 percent when compared to 1999. The improvements are significant, and the corresponding results are attributable to improvements in textbook selection and instructional pedagogy. All business students are required to complete an internship to satisfy graduation standards.

The School of Education and Behavioral Sciences assessed 33 students using the MFAT, 161 using the Certification Examination for Oklahoma Educators (CEOE), and 76 using portfolio assessments. Results from the CEOE and the MFAT indicate that knowledge base and test taking skills should be improved. Portfolios were in compliance with all stages of program outcomes assessment.

The School of Nursing and Health Professions assessed 51 graduating seniors – 43 in nursing, 7 in health administration, and 1 in gerontology during 2001. Of 43 graduating seniors, 34 passed the National Council Licensure Examination for Registered Nursing on the first attempt.

All students in the School of Nursing and Health Professions must complete at least one internship, practicum, and/or cooperative education experience prior to graduation.

Student Satisfaction Assessment

LU uses a locally developed student assessment survey, a withdrawing student survey, and periodic climate surveys to assess student satisfaction. LU students expressed general satisfaction with their academic experiences and the overall campus environment. Students evaluate the quality of instructions at the close of each semester. Additional measures will be added in 2002 to capture broader stakeholder input. Efforts are continuing to improve campus financial aid services, career placement and planning, student housing, and parking.

Graduate Student Assessment

Upon the completion of 12 hours of graduate work, all students are required to take a qualifying examination to assess the academic progress and learning competencies in graduate studies. A written comprehensive examination is required for all master degree candidates. Graduates are expected to demonstrate knowledge and skills in integrating facts, concepts, and arguments from diverse sources into a systematic, well-reasoned, well-written narrative. Eleven students participated in the qualifying examination and were cleared to continue with the graduate program. Six students participated in the written comprehensive exam, and all six were successful in the areas tested.

LU uses portfolios to assess graduate students. Students are required to maintain a program portfolio throughout their tenure in the program. The purposes of portfolio assessment are to: examine growth over time; develop a sense of process; create means for student self-evaluation; help students and teachers determine and set individual goals; provide real-life learning opportunities; observe growth in non-dominant culture population; observe language development across age and cultures; evaluate and develop curriculum; determine efficacy of teaching practices; and to facilitate faculty and support for making changes. Six students successfully completed the portfolio component of graduate assessment.

Further, students are required to complete an internally developed and validated student satisfaction questionnaire. All strongly agreed that faculty members were genuinely interested in the students' welfare and professional development. Eighty-three percent indicated that faculty members were well prepared for their courses. All responded that they learned "a great deal," and 83 percent considered the courses to be very demanding. Sixty-six percent responded that the graduate program did not actively help them find appropriate employment. Half of the respondents indicated that financial resources and field-relevant library holdings were inadequate. The graduate program was described as placing extreme importance on the preparation of scholars and research and for more advanced studies by 83 percent of the respondents. All of the respondents described the graduate program as placing extreme importance on the preparation of teachers. Eighty-three percent were employed in a field related to their course of study. (The sample size was small.)

Student concerns are being investigated and improvements are being considered. LU will also use the results of graduate assessment to evaluate and develop curriculum, to determine efficacy of teaching practices, and to facilitate support for making necessary changes.

University of Science and Arts of Oklahoma

Entry-Level Assessment

The University of Science and Arts of Oklahoma (USAO) uses the Computerized Adaptive Placement Assessment and Support System (COMPASS) to provide placement testing in mathematics, English, and writing. USAO uses a locally developed placement test for the sciences. The Noel-Levitz College Student Inventory (CSI) is administered to incoming USAO freshmen as part of the freshman orientation course.

Of 120 students who took the COMPASS writing placement test, 47 (39.2 percent) passed the test and 73 (60.8 percent) required remedial coursework. Follow-up data indicate that of the 35 students who passed the writing placement test and took a college-level writing class, 97.1 percent passed and 88.6 percent made a "C" or better. Of the 10 students who did not pass the writing placement test and took a remedial writing class, 30 percent passed and 70 percent did not.

Of 205 students who took the COMPASS mathematics placement test, 23 (11.2 percent) passed the test and 182 (88.8 percent) required remedial coursework. Of 12 students who passed the math placement test and subsequently took a college-level mathematics class, 91.7 percent passed and 75 percent earned a "C" or better. Of 58 students who did not pass the COMPASS mathematics placement test and took the first of two remedial mathematics courses, 63.5 percent passed and 36.5 percent did not. Of 74 students who did not pass the COMPASS mathematics placement test and took the second of two remedial math classes, 59.4 percent passed and 40.6 percent did not. Of the 18 students who did not pass the COMPASS mathematics placement test and passed the first remedial math class, 50 percent passed the second remedial math class. Of the 14 students who did not pass the COMPASS math placement test, passed the second remedial math course and then took a college-level math class 85.7 percent passed, 50 percent with a "C" or better.

Of 120 students who were assessed with the locally developed science placement test, 24 (20 percent) passed the assessment and 96 (80 percent) required remediation. Of the four students who passed the science placement test and took a college-level science course, 100 percent passed with a "C" or better. Of 28 students who did not pass the science placement test and took a remedial science course, 44.4 percent passed and 55.5 percent did not pass. In 2000-01, the science placement exam underwent minor revisions. Eleven questions in the test were modified and the passing cutscore was lowered from 60 to 50.

The low pass rate on the mathematics placement test has prompted administrators and mathematics faculty to reconsider the mathematics placement procedure. Algebra is not a skill required for Math in the Modern World, a math course required of all USAO students. The required algebra score of 50 on the COMPASS placement test to enter either Math in the Modern World or College Algebra was somewhat high, the equivalent of a 21 on the ACT, according to data provided by ACT. As a result, changes were made in the mathematics placement procedure in fall 2001 and will be addressed in next year's Annual Student Assessment Report.

Of USAO's 247 first-time freshmen in fall 2000, 109 (44 percent) enrolled in one or more remedial courses as follows: 5 (2 percent) in English; 103 (42 percent) in mathematics; and 22 (9 percent) in science.

The CSI provides information that enables USAO to recognize students' specific strengths and coping mechanisms. Of special importance is the identification of students who are at risk for academic and/or personal difficulties and who may drop out of college. In fall 2000, USAO students scored well below the 50th percentile national norm in all categories: dropout proneness (42.6); predicted academic difficulty (38.5); education stress (44.4); and receptivity to institutional help (33.5). CSI data is used to foster effective communication between students and advisors, and it provides an effective means of promoting the academic and social integration of the student into the college campus. By understanding the students' attitudes and motivational patterns, USAO's support and intervention strategies can be optimized to enhance successful student retention.

Mid-Level Assessment

During the 2000-01 academic year, 192 junior students were tested with one of the five Collegiate Assessment of Academic Proficiency (CAAP) subject exams. Randomization of test distribution resulted in 40 juniors completing the writing exam; 39 completing the mathematics exam; 38 completing the reading exam; 38 completing the critical thinking exam; and 37 completing the science exam. ACT has implemented a program to issue a Certificate of Achievement to students scoring at or above national means on the CAAP exams. ACT Certificates of Achievement were awarded to 45 percent of the USAO juniors who completed the CAAP exam during the 2000-01 academic year. In this group, 24 percent of the certificates were awarded in writing, 11 percent in math, 26 percent in reading, 27 percent in critical thinking, and 13 percent in science reasoning. Overall, the 2000-01 USAO juniors scored above the national means in reading and critical thinking.

The ACT-CAAP Linkage report provides achievement analysis for students who tested with ACT on entry to USAO and who took the CAAP as rising juniors. The USAO cohort is compared to all students nationally who have taken both the ACT and CAAP tests. The results indicate that a greater percentage of the USAO cohort is making expected progress in writing, reading, and science reasoning than the national group.

Program Outcomes Assessment

USAO is currently developing an instrument to assess the interdisciplinary studies (IDS) core curriculum. The IDS faculty members prepared assessment items and incorporated them into system software. The assessment instrument is scheduled for formative evaluation individual trials during the spring 2002 trimester. A full-scale pilot of the instrument is planned for the fall 2002 trimester.

New requirements were added for USAO communication majors. Portfolios which include speech evaluations, group evaluations, analyses of group projects, videos, graphic design projects, advertising campaigns, public relations materials, news releases, posters, flyers, photographs, and marketing plans must now also include a master resume and a senior statement in which students describe their career plans, explain how they feel their education has prepared them for that career, and include highlights of their overall USAO experience.

The English Department is moving to a portfolio-based assessment of graduating seniors, and the first two of these students graduated in December 2001. Others will follow closely, having been advised upon declaration of the major that such an assignment will become mandatory.

Numerous changes are being made in the overall music program at USAO resulting in some classes being dropped, others being revised, and still others being instituted. When these changes are in place, the major field exam will be considerably revised, to consistently evaluate the effectiveness of the "new" program.

The Business Department developed a 33-hour core with a 15-hour emphasis in the four majors of accounting, business administration, business management, and economics. Economics will have an option of an individual major. Students also have an option of being certified to teach in secondary business education. As a result of the recent changes in the business program, a new standardized exit examination is planned for next year.

All graduating students seeking teacher certification submitted their portfolios for assessment by a committee and the Director of Teacher Education. The Professional Portfolio Handbook was revised to reflect a change in the portfolio scoring rubric.

A graduate follow-up study was conducted during spring 2001 for graduates in their first year of teaching. Questionnaires were mailed or delivered to students known to have accepted their first teaching position and to their administrators. The response rate was good – 38 graduates (56 percent) and 47 administrators (72 percent). Analysis of the data indicated that administrators generally considered our weakest areas to involve career awareness, assessment strategies, and technology. Students rated legal aspects, adopting instruction to learning styles, and dealing with parents as areas needing more emphasis.

As part of their graduation requirement, all science majors must develop an exit portfolio based on their science colloquium materials. The faculty continually adapts the course to include knowledge and use of current technology, as is essential in the contemporary job market. The USAO science faculty believes that the science colloquium course serves as one of the most effective methods to remedy student deficiencies, to enrich student undergraduate experiences, and to better prepare students for graduate school or the job market.

Student Satisfaction Assessment

USAO students evaluate all courses and instructional personnel at the end of each trimester. The faculty and course evaluation form consists of two pages, one with seven objectively scored items and one with five subjective comment feedback items. The subjective data and the objective analysis results are provided to the academic division chairs and the faculty. Each department is responsible to ensure that appropriate action is taken as indicated by the questionnaire response data. The faculty/course evaluation forms provide primary data that indicate student satisfaction at USAO.

Improvements are being implemented in conjunction with the Title III academic resource center initiative. The ACT student entry data are now available electronically for use in the advising process. A core of faculty advisors are being trained using materials from the Noel-Levitz Academic Advising for Student Success and Retention program.

Oklahoma Panhandle State University

Entry-Level Assessment

Oklahoma Panhandle State University (OPSU) uses results from the Computerized Placement Test (CPT) to determine entry-level course placement. Students under age 21 with ACT subscores below 19 on English, mathematics, science, or reading are required to take the CPT. First-time students age 21 or over were required to participate in the entire CPT battery.

Of OPSU's 330 first-time entering freshmen in fall 2000, 127 (38 percent) enrolled in one or more remedial courses as follows: 73 (22 percent) in English; 54 (16 percent) in mathematics; 88 (27 percent) in science; and 33 (10 percent) in reading. OPSU is implementing a system to track student progress in remedial coursework. The tracking system indicates that approximately 50 percent of the students in remedial courses need to repeat the course.

In prior years, students were tested for entry-level placement in reading, mathematics, English, and science. The Assessment Committee decided to eliminate the science entry-level placement test. The Mathematics Department designed a pilot program including an exit exam given upon completion of a remedial course. Students who passed the exam and enrolled in the appropriate college-level mathematics course showed a pass rate of 85 percent. Based on this example, the Assessment Committee is considering an instructional change to assess student academic skills in other specific subject areas.

Mid-Level Assessment

Various activities were used by faculty throughout the year to assess general education competencies. Many departments used portfolios to determine each student's ability to write, organize, follow directions, and develop a professional presentation of skills and abilities. Many faculty members used surveys, class discussions, and student involvement in professional activities and competitions as additional tools to measure student success in general education.

In 2000-01, the Assessment Committee used the Oklahoma General Education Test (OGET) as an assessment tool for OPSU. Results of OPSU elementary education majors taking the test indicate a pass rate of 91 percent for 2000-01, compared to 84 percent in 1999-00, and 86 percent in 1998-99. The Assessment Committee is considering implementing the OGET in the mid-level assessment process for students in other schools within OPSU as a measurement of general education competency.

The Academic Council for General Education suggested rewriting the general education goals to make them more assessable and to tie the goals to specific courses. Although new goals were written this year, the Assessment Committee is continuing to improve the methodology by which the goals are assessed.

Program Outcomes Assessment

Each academic department has its own method of assessing graduates including certification exams, in-house exit exams, portfolios, recitals, job placement, and employment history. The portfolio reviews at all three levels of elementary education show that the teacher candidates are well prepared to become teachers in the public schools. Pass rates on certification exams for the health, physical education, and recreation program improved to 100 percent in 2000-01, compared to 67 percent in 1999-00 and the state average of 99 percent.

Results from portfolios, Oklahoma teacher certification examinations, and a graduate exit survey indicate that English coursework prepares majors very well for positions in public school classrooms, private sector, or graduate school. The Behavioral and Social Science Department developed a course to teach critical thinking. The majority of psychology graduates pursue graduate work and are qualified candidates for advanced degrees.

Assessment of the accounting program in previous years determined that the program needed to make technological or curricular improvements. Computers with projection systems have been installed in almost every classroom used by accounting professors. In 2000-01, the Accounting Department proposed and the Curriculum Committee approved the addition of an accounting information systems (AIS) option. The Department will offer revised classes and one new class in 2001-02; a second new class will be developed and offered in 2002-03. In national collegiate competitions, the computer information systems (CIS) programming team finished in the top ten nationally, and six of the seven students attended the Association of Information Technology Professionals national contest.

Based on each department's program outcomes assessment, the following instructional changes have been planned:

- The Education Department is currently working on the new elementary education program review for the Oklahoma Commission for Teacher Preparation, which will contain some major changes in the methodology of assessing our teacher candidates.
- OPSU students will be encouraged to take an additional speech course as an elective course, will be offered current websites which include information on technical speech terminology, and will be offered a bibliography of speech texts. In addition, faculty will begin collecting a "mini" library of textbooks relating to the speech field; students will be encouraged to read such materials prior to taking certification examinations.
- The Behavior and Social Sciences Department intends to revamp its degree plans in social studies, political science, sociology emphasis, economics emphasis, and history. The degree plans will allow students more experience in all facets of social studies.
- To ensure that students are prepared mathematically for general education curriculum mathematics courses, the Department of Mathematics and Physics has decided to implement standard mid-term and final examinations in the remedial mathematics course.
- To better prepare students in statistics, the biology faculty is currently working on developing a course in biological statistics.
- Several courses were added to the Computer Information Systems curriculum to facilitate the computer graphics option of the Bachelor of Fine Arts degree.
- Industrial technology will change the teaching method and require the student to know by memory all programming codes by the 3rd week instead of the 9th week.

Student Satisfaction Assessment

In 2000-01, the ACT Entering Student Survey (ESS) was used to measure student satisfaction. All first-time freshmen were asked to complete the survey. There were 111 responses, which was a 50 percent response rate. The survey responses strongly indicated that students enjoyed their instructors, felt they were part of the "OPSU family," and would recommend the university to a friend. Areas of greatest dissatisfaction were in student housing, food service, and the opportunity for on-campus jobs. A change was made in the management of the cafeteria, and a food service committee was initiated that meets with students every two weeks to discuss the meal plan. Administration is working on a solution to the problem of insufficient resources with which to build new student housing facilities.

Carl Albert State College

Entry-Level Assessment

The purpose of entry-level assessment at Carl Albert State College (CASC) is to emphasize academic advisement, counseling, and career guidance. Additionally, CASC provides remedial education programs for those students who lack basic academic skills. CASC offers orientation classes, tutoring programs, compensatory classes, and Learning Resource Center computer-assisted instruction programs. CASC collects appropriate data from all entry-level areas, tracks the progress of students who enroll in remedial courses, and surveys students who withdraw. Student retention is a natural by-product of these efforts.

Traditional students (age 20 or younger) are required to participate in the ACT assessment, either national or residual. Traditional students scoring below 19 on any of the four ACT subject tests are required to either participate in secondary placement testing through ACT Computer Adaptive Placement and Support System (COMPASS) or enroll in the corresponding remedial classes. All students who do not pass secondary placement testing are required to enroll in remedial courses. Non-traditional students (age 21 or older) are required to participate in COMPASS or the ACT assessment prior to enrollment. Non-traditional students scoring below 19 on any ACT subject test or below the COMPASS cutscore are advised to enroll in the corresponding remedial class, but are not required to do so.

CASC implemented the change to COMPASS in August 2000. The most notable difference has been an increase in students who were required or advised to enroll in the math and English remedial courses. Reading pass rates have remained consistent at about 50 percent. Of CASC's 712 first-time freshmen in fall 2000, 200 (28 percent) enrolled in one or more remedial courses as follows: 38 (5 percent) in English; 186 (26 percent) in mathematics; and 38 (5 percent) in science.

The Assessment Committee voted to require all students enrolled in Fall Orientation 1111 to participate in the 2001 Cooperative Institutional Research Program Entering Student Survey. The survey will provide important information about entering students, including: socioeconomic background, degree aspirations, career plans, expectation to transfer, and employment status. It will also help CASC to develop a database for use in self-assessment, accreditation, retention, and transfer.

Mid-Level Assessment

CASC uses the Collegiate Assessment of Academic Proficiency (CAAP) test for mid-level assessment to evaluate the acquisition of knowledge and the use and application of analytical thinking as acquired through the general education curriculum. CASC's mid-level assessment focus is academic, targeting the assessment of selected general education skills typically attained in the first two years of college. In spring 2001, CASC administered five CAAP modules to 190 students who had completed more than 45 hours. In writing skills, CASC students scored 62.8, slightly above the national mean of 62.6. In mathematics, CASC students scored 55.4, slightly below the national mean of 56.3. In reading skills, CASC students scored 60.4, slightly below the national mean of 61.0. In critical thinking, CASC students scored 60.2, slightly below the national mean of 61.1. In science reasoning, CASC students scored 57.0, slightly below the national mean of 59.0.

The CASC cohort included 135 students who were tested with ACT during entry-level assessment and the CAAP during mid-level assessment. The CASC cohort is compared to all students nationally who took both the ACT and CAAP tests. In reading, 76 percent of CASC students made expected progress on CAAP compared to 9 percent of the national group. In writing skills, 14 percent of CASC students made higher than expected progress on CAAP compared to 9 percent of the national group. In mathematics, 81 percent of CASC students made expected progress on CAAP compared to 79 percent of the national group. In science reasoning, CASC students made expected progress on CAAP equal to that of the national group (80 percent).

Although they were not added to the general education requirements, capstone courses were added to all programs and should provide additional information about the general education curriculum. The majority of general education courses are now on-line and continued mid-level testing should indicate if quality is being maintained in those courses.

Program Outcomes Assessment

Program outcomes assessment tools used by CASC include the CAAP, state board exams in allied health fields, post-transfer GPA comparison, graduate surveys, and a variety of faculty-selected instruments. In 2000, 93 percent of CASC students passed the National Council Licensure Exam for Registered Nurses (NCLEX-RN), compared to 81 percent for Oklahoma.

Post-transfer GPA data are generated by the institutional research offices of the Oklahoma public universities, making it possible to compare performance as students transfer from one state institution to another. CASC students compare well to other students transferring to senior colleges and universities. CASC received post-transfer data from the following institutions: Oklahoma State University, University of Central Oklahoma, and East Central Oklahoma. CASC students appear to perform on a competitive basis with their peers after transfer.

In fall 2001, capstone courses were implemented and required of all students completing programs at CASC. Those results will be available for the first time in the 2001-02 annual assessment report. The data obtained will provide more varied and personalized outcomes measurements for all programs. There is also a need for more shared responsibility and ownership by the faculty of these components and the capstone course should provide that as well.

Student Satisfaction Assessment

CASC conducts student satisfaction assessment to obtain current and former student opinions and perceptions of CASC's services and campus environment. CASC believes that this information has been vital to its successful recruitment and retention efforts.

CASC administers the ACT Student Opinion Survey for Two-Year Schools (SOS) every 18 months. The SOS was given to 441 students at the Poteau campus, 103 at the Sequoyah County campus, and 186 at the McCurtain County campus. Areas receiving the highest satisfaction ranking at the three campuses include: general admissions/entry procedures; attitude of faculty toward students; personal security/safety; and classroom facilities. Areas receiving the lowest satisfaction ranking at the three campuses include: course variety offered; availability of financial aid information prior to enrolling; and course availability at appropriate times. Analysis of the results revealed that, generally, students were very pleased with their CASC experience with over 85 percent ranking their overall impression of quality of education at CASC as either "good" or "excellent."

In 2001, CASC mailed the ACT Alumni Survey for Two-Year Schools to all 1999-00 graduates (316) and 101 (32 percent) responded. Eighty-three respondents (82 percent) indicated that CASC had prepared them "exceptionally well," "more than adequately," or "adequately" for continuing education. Seventy-four respondents (73 percent) plan to obtain a bachelor's or master's degree. Eighty-seven (86 percent) respondents indicated that they would choose CASC again.

In fall 2000, there were 39 complete withdrawals from the CASC Poteau campus; 16 withdrawing students completed withdrawing student surveys. Seventy-five percent indicated that they had not enrolled in remedial courses or used the Learning Resource Center for tutoring; however, 25 percent cited being academically unprepared as the cause for withdrawal. Sixty-three percent indicated that they plan to return to CASC. In spring 2001, there were 51 complete withdrawals from the Poteau campus; 15 students completed withdrawing student surveys. The largest single cause for withdrawal was personal or family illness, which accounted for 40 percent of withdrawals. Forty-seven percent indicated that they plan to return to CASC. Results also indicate that CASC's Native American population has a high percentage of dropouts. The CASC Student Support Services grant that was funded in 2001 will address this problem through a focus on Native American students and retention, and will be led by a Native American staff person.

The following changes have occurred as a direct result of student satisfaction assessment:

- Financial aid services have updated processing procedures and made the disbursement process more student-friendly;
- The freshman orientation program was redesigned to include more student participation and a more diversified, creative presentation;
- The career center and college bookstore added online services;
- The career center and student support services sponsors an annual career day with area business representatives; and
- An enhanced CASC television recruitment advertising program was broadcast on area media.

Connors State College

Entry-Level Assessment

All first-time freshmen and transfer students with less than 30 earned credits undergo entry-level assessment at Connors State College (CSC). High school transcripts and ACT subject area scores are utilized for the initial placement process, and the Computerized Placement Test (CPT) is used for secondary testing. CSC assesses students in the areas of English, reading, science, and mathematics. In 2000-01, 838 first time freshmen and transfer students were assessed.

Of CSC's 368 first-time freshmen in fall 2000, 201 (55 percent) enrolled in one or more remedial courses as follows: 111 (30 percent) in English; 168 (46 percent) in mathematics; and 71 (19 percent) in science. Compared to the 1999-00 academic year, there was a significant decrease in the proportion of students placed in remedial mathematics and remedial science, while the proportion of students enrolled in remedial English remained steady. Based on ACT scores, 408 students (74 percent) were deficient in at least one of the four basic areas (English, reading, mathematics and science).

Students completing remedial courses during the spring 2000 semester were tracked into collegiate level courses during fall 2000: 64 percent of students who completed Concepts of Science and enrolled in the collegiate level science course successfully completed the course with a grade of "C" or better; 70 percent of students who completed Intermediate Algebra and enrolled in a collegiate level math course successfully completed the course with a grade of "C" or better; and 47 percent of students who completed Fundamentals of English and enrolled in English Composition I successfully completed the course with a grade of "C" or better. Students completing remedial courses during the fall 2000 semester were tracked into collegiate level courses during spring 2001: 87 percent of students who completed Concepts of Science and enrolled in a collegiate level science course completed the course with a grade of "C" or better; 66 percent of students who completed Intermediate Algebra and enrolled in a collegiate level mathematics course completed the course with a grade of "C" or better; and 67 percent of students who completed Fundamentals of English and enrolled in English Composition I completed the course with a grade of "C" or better.

Student success rates in College Algebra, English Composition I, General Biology, and General Physical Science were calculated for the 2000-01 academic year. These rates show that 63 percent of College Algebra students earned a grade of "C" or better, 61 percent of English Composition students earned a grade of "C" or better, 61 percent of General Biology students earned a grade of "C" or better, and 73 percent of General Physical Science students earned a grade of "C" or better.

Pre-tests and post-tests became a mandate in all curricular areas in 2000-01. Instructors are required to use the results of the pre- and post-tests to evaluate the courses they teach and to make changes in delivery and presentation when needed. The Learning Resource Director pre-tests and post-tests all remedial reading students with the Nelson Denny Reading Test. A post-conference is scheduled with each student to discuss results and to determine if the student should proceed to English Composition I. Critical thinking exercises were added to the reading curriculum in 2000-01. The Science Department is administering the Group Assessment of

Logical Thinking (GALT) to students enrolled in Concepts of Science to assess the thinking level of students and to determine if they have developed reasoning ability at the conclusion of the remedial course. Providing quality remediation to students continues to be a top priority of the administration and faculty at CSC.

Mid-Level Assessment

CSC assesses writing, reading, mathematics, and critical thinking with mid-level assessment. All graduating sophomores are required to participate in mid-level assessment. Instruments include the standardized Nelson Denny Reading Test and a departmentally designed essay for writing. Mathematics assessment is based on the final grade in the completed collegiate level mathematics course.

In 2000-01, 278 students participated in mid-level assessment. No significant differences were detected in the 2000-01 reading scores, writing scores, or in the final grades issued in collegiate level mathematics courses. The mean total reading score in 2000-01 was 14.3. The proportion of students with reading comprehension scores at the sophomore level or above was 57 percent in 2000-01. Almost 90 percent of students participating in mid-level assessment completed a collegiate level mathematics course with a grade of "C" or better.

As a result of mid-level assessment, College Algebra was added to the list of Academic Systems multimedia mathematics courseware, which is used as an alternative to the traditional lecture. On-line access to Academic Systems was made available in spring 2001. The Science Department separated anatomy and physiology courses to allow more specificity. The Social Science Division developed a common course syllabus for all courses in the division to ensure that each instructor is teaching the same core material, and it developed a common pre-test and post-test for each subject to determine if each student mastered course objectives. The Institutional Assessment Committee is reviewing the current mid-level instruments and is exploring the possibility of introducing different instruments that might provide a better correlation between entry-level assessment and mid-level assessment.

Program Outcomes Assessment

The Nursing and Child Development programs were reviewed through comparison of local to state standards in the 2000-01 academic year. Forty-six graduating nursing sophomores took the National Council Licensure Exam (NCLEX) in 2000-01; 40 (87 percent) students successfully completed the exam on the first attempt compared to 83.7 percent statewide. Twenty-four students passed the National Child Development Certification Exam in 2000-01, reflecting a 96 percent success rate.

The Nursing Department implemented standardized testing throughout the two-year program, allowing the CSC nursing faculty and nursing students to measure overall success without regard to internal bias. Computer assisted instruction has also been added to the curriculum. New textbooks have multimedia ancillaries as well as Internet site access. A remediation policy was developed and implemented in 2000-01 based on the results of the Educational Resources, Inc. standardized testing.

The Child Development Department added two new adjunct instructors in the 2000-01 academic year in response to dramatic growth in the program. More evening classes were made available to working students and a professional preparatory class is now offered in the summer.

Student Satisfaction Assessment

CSC administers three institutionally designed student surveys annually: Student Satisfaction Survey at mid-level assessment, Withdrawing Student Survey, and the Alumni or Graduate Survey.

In 2000-01, 278 students completed the Student Satisfaction Survey at mid-level assessment. Of these, 96 percent indicated they were satisfied with the educational opportunity CSC had provided, and 93 percent felt they had achieved their academic goals; 84 percent of students completing developmental courses indicated the courses were beneficial. In 1999-00, 89 percent indicated developmental courses were beneficial to their education at CSC. Respondents gave lower ratings to cafeteria food services and to the availability of student activities.

The alumni survey was sent to 1996 CSC graduates. Only 5.4 percent responded to the survey. Of those responding, 97 percent indicated they had achieved their educational goals at CSC, and 100 percent stated they would recommend CSC to others. Comments made by the respondents indicated CSC was weak in the areas of computer skills and career counseling. CSC has worked to improve these areas since 1998.

In 2000-01, 116 students completed the withdrawal survey. The top four reasons given for withdrawing were: personal (46 percent); financial (14 percent); health (13 percent); and academic (13 percent). Further examination of the surveys revealed that 59 percent of the withdrawing students met with an academic advisor one time or less.

Results of student satisfaction surveys continue to play a major role in the decision process and allocation of budgets at CSC. One dormitory and the cafeteria underwent massive remodeling in the 2000-01 academic year. Campus officials continue to work on improving menus available to students in the cafeteria. Construction on a new dormitory is scheduled to begin in the 2001-02 academic year. Major improvements were made in landscaping at all three campuses. Computer lab upgrades and an upgrade in facilities for physically disadvantaged students were completed.

Eastern Oklahoma State College

Entry-Level Assessment

The primary methods of entry-level assessment at Eastern Oklahoma State College (EOSC) are ACT scores and/or the Computerized Adaptive Placement Assessment and Support System (COMPASS). All students entering EOSC are assessed in the academic areas of English, reading, science, and mathematics. Students scoring below the 19 cutscore are required to take the COMPASS for course placement or enroll in remedial classes. In 2000-01, 569 students (318 females, 251 males) were assessed using the COMPASS.

Assessment results for 2000-01 revealed that 47 percent of students tested in COMPASS writing skills were recommended for freshman composition; 75 percent tested in COMPASS reading skills were recommended for placement in college-level science and history courses, and 17 percent of those tested in mathematics using COMPASS were recommended for placement in College Algebra. Approximately 90 percent of EOSC's students were academically under-prepared for college in at least one subject area. Of EOSC's 509 first-time freshmen in fall 2000, 237 (47 percent) enrolled in one or more remedial courses as follows: 105 (21 percent) in English; 193 (38 percent) in math; 58 (11 percent) in science; and 52 (10 percent) in reading.

Curriculum changes in remedial education for 2000-01 included the addition of a remedial science class. The five-hour combined basic and intermediate algebra class for highly motivated students continues to be offered in both the fall and spring semesters. Students deficient in both reading and writing are required to complete remedial reading prior to enrolling in Fundamentals of English.

Through the efforts of a Title III grant, LearningPlus, a computer-based instructional program, has been installed in all computer labs on campus. This program is designed to help learners become more proficient in basic academic reading, writing, and mathematics skills while allowing students to work independently. Remedial education continues to be supported by Student Support Services through tutoring and mentoring programs. Various faculty members participated in a pilot program designed to diversify teaching methods and accommodate a variety of learning styles. As a result, several faculty members have incorporated these changes into their curriculum. Evidence shows that 78 percent of the students enrolled in remedial math classes subsequently enroll in College Algebra and complete the course with a passing grade. Eighty-three percent of the students enrolled in remedial English subsequently enroll in freshman composition (ENGL 1113) and succeed. Tracking of remedial reading students into American history classes revealed that 88 percent of those enrolled in American history for credit successfully passed the course. Beginning in fall 2000, students deficient in science were placed in a remedial science class with 59 percent of those students completing a credit science class.

Mid-Level Assessment

All graduating sophomores at EOSC are asked to participate in outcomes assessment testing by taking the College Assessment of Academic Proficiency (CAAP) test. CAAP is not used as a condition for graduation but as an evaluation of the academic strengths and weaknesses of the institution. Upon faculty recommendation, EOSC implemented an additional testing session in fall 2000 in an effort to accommodate those students eligible for graduation in December. In fall

2000 and spring 2001, 278 graduating sophomores were tested using the ACT CAAP test. This number indicates a 19 percent increase over the previous year.

Results of the CAAP writing skills test showed that EOSC graduates scored an average of 62.5, which is slightly above last year's average of 62.3 and only one tenth below the national average of 62.6. In mathematics, scores averaged 56.3, the same as the national average. Reading test scores averaged 60.2, compared to the national norm of 61.0. A total of 278 students completed the critical thinking portion; scores averaged 60.2, compared to national norms of 61.1. In science reasoning, scores averaged 58.5, compared with the national average of 59.0. When comparing scores of pre-tests (ACT) and post-tests (CAAP) to the national average at each level, results reveal that students show significant progress after attending EOSC. Students typically enter EOSC with ACT scores below the national average in all subjects areas, and CAAP results show that EOSC graduates perform comparably to national norms. This is significant progress when keeping in mind that EOSC serves a rural area where many students are first-generation college students whose scores are compared nationwide with students at larger, urban institutions, and they are students who enter with average and below average ACT scores. These results also verify that EOSC's general education curriculum is consistent and continues to prepare students academically for transfer to four-year institutions.

The Institutional Research Office compiles tracking information about graduating students. A survey of graduating sophomores revealed that the average age of the 355 respondents was 27. The cumulative GPA for these students was 3.19. One hundred sixty-seven (38 percent) stated they had plans to further their education. Students seeking employment after graduation are tracked through the combined efforts of the offices of Placement and Institutional Research, the Alumni Association, and faculty advisors.

Programs Outcomes Assessment

Department chairpersons assess all program outcomes using tests of student performance, informal self-evaluation, peer and supervisor evaluation of faculty, and external evaluation by accrediting agencies. Entrance and exit exams in each department, retention rates, job placement rates, and four-year college transfer rates may also be used. In 2000-01, 298 students were included in the outcome assessments.

Students in the Division of Agriculture scored from 46 to 210 percent higher on exit exams than on the entrance exam, showing considerable gain in knowledge in the major field of study. In the Division of Science and Engineering, 14 graduates of the biological sciences attained scores ranging from 42 to 86 percent on a test of the material retained in the instructional areas within the department. Department of Mathematics students scored an average of 56.6 on the CAAP, higher than the national average (56.3). In the Division of Language Arts, five speech and drama students graduated with an average GPA in their major of 3.50, and four transferred to a four-year university to complete their education. Of criminal justice program graduates, 86 percent passed the Oklahoma Council on Law Enforcement Education and Training (CLEET) certification exam, with 71 percent scoring at 81 percent or above. In the Division of Applied Arts (Nursing), the pass rate on the RN National Council Licensing Examination (NCLEX) was 70 percent. Findings from the CAAP test revealed that 59 percent of the nursing graduates are employed in their field. In the Division of Business, cumulative GPA's for graduates in business programs are above the campus average. Each of the departments in the Division of Business expressed concerns of low retention rates among their students.

As a result of program outcomes assessment, the following changes have occurred: student learning styles are being evaluated; cooperative agreements with four-year registered nurse bachelor's degree programs have been implemented; a writing component has been added to help law enforcement majors succeed when attending a four-year university; and instructional methods and new technology are being implemented to accommodate student population diversity.

Student Satisfaction Assessment

Surveys administered during 2000-01 to measure student satisfaction include the ACT Entering Student Survey, Student Opinion Survey (SOS), Outcomes Survey, and Withdrawing/Non-returning Student Survey.

In fall 2000, 317 students completed the Entering Student Survey during orientation. The most important reasons cited by students for attending EOSC were the availability of financial aid and scholarships, location, cost, and variety of course offerings. Eighty-seven percent of those surveyed reported that scholarships were an important reason for coming to EOSC. In addition, 73 percent revealed that the availability of a particular program of study was a deciding factor. EOSC will continue its emphasis on recruiting in the nine county area that provides the greatest number of students enrolled. The development foundation is continually increasing fund-raising efforts to provide scholarships for deserving students. The Financial Aid Office works closely with the Director of Admissions in offering workshops pertaining to financial aid procurement.

In spring 2001, the SOS was administered to 390 students enrolled in English 1213. This group of second semester freshmen indicated a high level of satisfaction with the institution in general. The four areas of service students were most satisfied with included: tutoring services, computer services, and library/learning resources facilities. Sixty-two percent reported using the library and learning facilities with 83 percent satisfaction. Sixty percent of the students reported having used computer services on campus with a 78 percent rate of satisfaction. The results revealed that students were using advanced technical computer services. These services are available in the library, computer labs, and the Student Learning Center.

The College Outcomes Survey was completed by 235 graduating sophomores. Students indicated the following items as important: acquiring knowledge and skills needed for a career; competency in major field; and appreciation of the fine arts. Students are proud of their accomplishments at EOSC and indicated that they had achieved their educational goals. Eighty-five percent reported satisfaction with their college selection.

Seventy-two Withdrawing/Non-returning Student Surveys were completed. The primary reasons for leaving the college were: moving or transferring to a new location and health related problems (family or personal.) The data indicate that approximately 60 percent of students leave during their freshman year. EOSC has worked diligently over the past year to incorporate programs designed to promote student retention and success. Title III has provided the funds to hire a full-time retention coordinator. The Retention Coordinator works with faculty and staff to identify at-risk students and provide them with assistance and counseling services.

Murray State College

Entry-Level Assessment

Murray State College (MSC) uses ACT subject scores and secondary placement testing to determine entry-level course placement. Students with subject scores of 19 and above are considered ready for college-level course work. Students with ACT subject scores below 19 are given secondary placement assessment; MSC uses the ACT Assessment of Skills for Successful Entry and Transfer (ASSET). Of MSC's 552 first-time freshmen in fall 2000, 375 (68 percent) enrolled in one or more remedial courses as follows: 205 (37 percent) in English; 303 (55 percent) in mathematics; and 25 (5 percent) in science.

The ASSET is administered twice daily during all early and regular enrollment periods at the Counseling Center. Retesting options are only available to students with extenuating circumstances. Once students are enrolled in the appropriate courses as indicated by assessment, peer and professional tutors are available for assistance.

The academic advisor and the registrar's office track student progress. At the end of every semester, academic advisors receive grade reports for their advisees indicating student performance for both remedial and college-level courses. The academic advisor and the student then make any necessary changes to the student's class schedule in the following semester.

On a semiannual basis, the Director of Counseling reviews with remedial course instructors the effectiveness of student placement. Reports of recommended changes are submitted to the MSC Academic Council, whose membership includes deans of all academic divisions. Fifty-six percent of the students enrolled in remedial courses in 2000-01 received a grade of "satisfactory." While a higher success rate would certainly be desirable, the placement decisions are effective in that they are based objectively on the student test scores in relation to the cutscores. The cutscore ranges are reviewed annually.

There is on-going refinement of the curriculum based on communication between instructors of remedial courses and instructors of college-level courses. This close communication is possible due to the size of the campus and number of MSC faculty.

Mid-Level Assessment

MSC uses the ACT Collegiate Assessment of Academic Proficiency (CAAP) test to measure reading, writing, math, and critical thinking. The CAAP is curriculum-based so results can be related to college courses. The CAAP items are drawn from the general education college materials in humanities, social and natural sciences, and mathematics.

In 2000-01, 113 students participated in the CAAP test. Those selected included potential 2001 spring graduates who entered MSC as first-time freshmen. These students were required to select one of three scheduled CAAP participation dates. Students were encouraged to do their best on the CAAP through two means: (1) a sense of student responsibility to MSC in that scores could impact the curriculum taught; and (2) a direct benefit in that the scores could be reported to the four-year institution to which the student is transferring. Comparisons between

MSC mean scores and the national two-year mean scores revealed that MSC students scored 1.1 points below the national norm in reading; 1.7 points below the national norm in mathematics; 2 points below the national norm in critical thinking; 1.1 points below the national norm in science reasoning; and 0.4 points below the national norm in writing. These scores indicated that MSC students' scores were close to those at other two-year public colleges. Since the mean ACT scores for first-time students at MSC were below the national mean ACT scores by 3.4 points, these CAAP scores indicated success in general education outcomes.

Program Outcomes Assessment

Most of MSC's degree programs use locally developed tests to assess student performance at the outcomes level. The one exception is the nursing program that utilizes the National League of Nursing-Registered Nurse (NCLEX-RN) test. Analyses of the outcomes assessments indicated that the majority of students met the desired proficiency of their programs. No major changes in the degree programs are planned at this time; however, each program chair annually studies the outcomes to determine if any refinement in the curriculum is necessary.

Student Satisfaction Assessment

MSC administers a locally developed questionnaire during the spring semester to measure student satisfaction and student opinions on all aspects of college life. The questionnaire was administered to 269 students from a random selection of both day and evening classes.

The results of the 2000-01 student satisfaction assessment show that almost 90 percent of students rated the college's quality of instruction as satisfactory, and the overall impression of courses for 88 percent of the students was favorable. Surveyed students gave high approval ratings for academic counseling, the bookstore, library, and registration. An additional computer lab has been added to provide more student access to technology, and the Help Center has been restructured to provide better tutoring services for students.

Northeastern Oklahoma A&M College

Entry-Level Assessment
All students seeking admission into a certificate or degree program are required to participate in entry-level assessment and placement at Northeastern Oklahoma A&M College (NEOAMC). The preliminary assessment instrument is the ACT. Applicants younger than 21 years of age must meet or exceed a cutscore of 19 in each subject area. This year, adult students older than 21 years of age must meet or exceed a cutscore of 19 in each subject area; the cutscore was 17 for 1999-00. Students who achieve the ACT cutscore for a subject area may enroll in the college level courses for the subject area.

NEOAMC uses the Computerized Placement Tests (CPT) for secondary testing and placement of students scoring below the ACT cutscores. Students who achieve the CPT cutscore for a subject area may enroll in the college level courses in the subject area. Students with ACT and CPT cutscores below the established criteria are required to take a course/s designed to improve their basic skills in reading, English, math, and/or science.

Of NEOAMC's 705 first-time freshmen in fall 2000, 420 (60 percent) enrolled in one or more remedial courses as follows: 196 (28 percent) in English; 365 (52 percent) in mathematics; 87 (12 percent) in science; and 7 (1 percent) in reading.

The Institutional Research Office conducted a study to track students from remedial courses through the subsequent college level courses using class rosters and student transcripts. Results showed that 75 percent of the students enrolled in Basic Composition successfully completed the course, and, of those, 65 percent successfully completed Freshman Composition I. Of the students enrolled in Improved Reading Skills for the first time, 58 percent completed the courses satisfactorily. Of those, 70 percent passed a core course with a grade of "C" or better. Of students enrolled in the second level reading course for the first time, 58 percent successfully completed the course, and, of those, 80 percent completed core courses with a grade of "C" or better. Of students enrolled in Basic Math for the first time, 45 percent successfully completed the course, and 80 percent of those successfully completed the next remedial math course. Of the students enrolled in Introduction to Algebra for the first time, 36 percent completed the course successfully, and, of those, 47 percent successfully completed the next remedial math course. Of the students enrolled in Intermediate Algebra for the first time, 33 percent successfully completed the course, and, of those, 71 percent successfully completed a college level math course.

The reading and basic composition remedial courses are supplemented with computerized laboratory assignments. Paraprofessional personnel are available to assist students with their laboratory assignments. A tutoring laboratory is available in the Academic Support Center. Tutoring in this laboratory is available for math courses and for the fundamentals of science course. In fall 2000, NEOAMC initiated College Life and Success, a new course designed to provide students with the basic skills and resources for successful matriculation. Students enrolling in the course will be tracked for analysis of their college success.

Individual departments review the results of entry-level assessment and the placement and success of students in remedial courses. No changes are planned at this time; however, a more extensive tracking system to assess the progression of students is under development. The goal is to identify areas for improvement and to develop and implement interventions to promote academic success.

Mid-Level Assessment

NEOAMC uses two instruments to assess students' general education competencies. The Academic Profile Test is administered to students who are enrolled in transfer programs. The Test for Adult Basic Education (TABE) is administered to students enrolled in technical/occupational programs. Testing and Assessment Center personnel administer the assessment tests in freshmen orientation courses. Students retake the tests at the end of their program of study. Value-added is determined by measuring their pre-test results against their post-test results. In fall 2000, the Academic Profile Test was administered to 382 students in the orientation classes. The TABE was administered to 105 students in the orientation classes. In spring 2001, 153 graduating students participated in TABE assessment and 165 graduating students were assessed using the Academic Profile Test.

For students enrolled in transfer programs, the Academic Profile Test results upon graduation were compared with the scores upon entry into college two years earlier. As a group, the students demonstrated an improvement in each of the subject scores from fall 1999 to spring 2001. In the academic area subject scores, students showed the greatest improvement in natural sciences. In the skills dimension subject scores, students demonstrated the greatest improvement in college level reading/critical thinking.

Students enrolled in occupational programs were assessed using the TABE. The scores upon graduation were compared to the results from the assessment conducted in the orientation courses two years prior. As a group, the students showed improved in reading and math. The greatest improvement occurred in reading. The study showed a slight decrease in language. The results are under review. No instructional changes occurred in NEOAMC's general education program during 2000-01.

Program Outcomes Assessment

The nursing and allied health programs utilize additional outcome assessment measures. The 2000-01 unofficial National Council Licensure Exam for Registered Nurses (NCLEX-RN) pass rate for the nursing program was 62 percent for first-time tested students. This compares with a 79 percent pass rate the prior year. On the Mosby Assess Test, the nursing graduates scored 11 points lower than the norm group, compared to 2 points lower than the norm group for the previous year.

Of the medical laboratory technician program graduates, 100 percent passed the national registry exam. Of the Physical Therapist Assistant Program graduates, 88 percent passed the licensure exam on the first attempt. This rate demonstrates a marked improvement over the 50 percent pass rate for the preceding year. Three of the four students (75 percent) who completed the surgical technology certificate program passed the CST Self-Assessment Exam. All four graduates (100 percent) passed the American Association of Medical Personnel Registry exam on the first attempt.

There are no planned changes for the transfer programs' instruction at this time. The Nursing Department is in the process of revising the curriculum. The process was initiated during the Fall 1999 semester and will continue throughout this year. Changes will be implemented based upon the criterion of the National League for Nursing Accrediting Commission, NCLEX-RN results, and Mosby Assess Test results. In addition, faculty are tutoring nursing students who are not achieving passing scores on the unit exams.

No changes are planned for the medical assistant program, the medical laboratory technician program, or the physical therapist assistant program. The surgical technology program is making changes in course content and delivery based upon outcomes assessment findings. The faculty is using the Association of Surgical Technologist core curriculum as a guide to enhance the NEOAMC surgical technology curriculum. In addition, the laboratory has been moved to provide an improved setting for mock surgical procedures. Modifications were made during the 2000-2001 academic year in response to the 1999 licensure exam results.

Student Satisfaction Assessment

The ACT Student Opinion Survey (SOS) is used to measure student satisfaction. The SOS is administered to students in their final semester as part of their preparation for graduation. In spring 2001, 302 students completed the survey. The SOS is administered by the Testing and Assessment Center on an individual basis. Students are required to complete the survey as part of the exit process.

Students indicated the greatest satisfaction with the Learning Resource Center, the value of information provided by advisors, personal counseling, course content and academic advising. Students were least satisfied with the residence halls, parking, cafeteria, cultural activities, and student government. The written comments indicate that students desire parking closer to their classroom buildings. Students are generally satisfied with the cafeteria; however, they would like more variety in the offerings. Students were dissatisfied with the overall condition of the residence halls and the schedule for visiting hours.

Improvements are being made in the residence halls, and the college administration has conducted surveys of other colleges to explore how other colleges are addressing visitation in the residence halls.

Northern Oklahoma College

Entry-Level Assessment

Northern Oklahoma College (NOC) uses ACT scores to evaluate first-time freshmen. Secondary testing is conducted using the Computer Adaptive Placement and Support System (COMPASS) and curricular deficiency regulations. NOC uses ACT scores as the primary placement tool for entry-level college courses. In fall 2000, the average ACT score for first-time freshmen was 19.1.

Students with less than a 19 on the ACT composite or subject scores were tested using the COMPASS tests in writing, reading, and mathematics. The reading and mathematics tests were required of all pre-nursing students. Seventy-one percent of first-time entering freshmen took one or more of the COMPASS tests. Of those students, 608 (70 percent) enrolled in one or more remedial courses, including Elementary and Intermediate Algebra, Basic Composition, remedial reading, and Basic Science. Of NOC's 737 first-time entering freshmen in fall 2000, 413 (56 percent) enrolled in one or more remedial courses as follows: 152 (21 percent) in English; 378 (51 percent) in mathematics; 23 (3 percent) in science; and 79 (11 percent) in reading.

Students enrolled in remedial courses were largely successful in completing those courses. In basic composition, 68 percent successfully completed the course. In Elementary Algebra, 57 percent successfully completed the course, while 63 percent successfully completed Intermediate Algebra. Seventy-four percent of remedial reading students successfully completed the course, while 74 percent successfully completed Basic Science. When analyzing data for students who took at least one remedial math course and then enrolled in college-level mathematics, 83 percent passed the college-level mathematics course and 75 percent scored a "C" or better. In Basic Composition, 88 percent passed the college-level English course and 83 percent scored a "C" or better.

Mid-Level Assessment

In spring 2001, 419 NOC students took the Collegiate Assessment of Academic Proficiency (CAAP) tests to assess general education outcomes. When NOC scores were compared to the national norm for all two-year public college sophomores, NOC students scored above the national norm in mathematics (58.0 compared to 56.3), and slightly below national norms in critical thinking (60.4 compared to 61.1) and reading (60.8 compared to 61.0). In writing, NOC scores (2.7) continue to be well below national norms of 3.2.

Student transfer statistics from four-year colleges and universities indicate that NOC students perform satisfactorily after transfer. NOC students who transferred to the University of Central Oklahoma (UCO) with more than 30 hours completed earned an average GPA of 2.86 for all hours completed at UCO.

The Language Arts Department has instituted broad changes, returning to more rigorous assignments that are carefully evaluated on a consistent basis to ensure future increasing proficiency in writing skills. Discussions of cross-disciplinary initiatives are ongoing for evaluating methods to improve critical thinking and reading performance.

Program Outcome Assessment

For purposes of program outcomes assessment, the transfer programs were grouped into clusters for review. CAAP results and the success of NOC students who transfer to four-year colleges indicate that NOC students ranked above or equal to norms.

Eight individual programs were reviewed using course grades, student surveys, and advisory committee surveys. Most of these programs showed excellent results from both graduates and employers. The nursing program continues to demonstrate high rates of success on state and national licensure examinations; 98 percent of NOC nursing graduates passed the National Council Licensing Exam for Registered Nurses (NCLEX-RN), as compared to 89 percent nationally. Ninety-six percent of NOC nursing graduates found employment upon graduation, and 35 percent are continuing their nursing education. Nursing classes are adapted each year as a result of student and employer demands.

Many programs recommended changes as a result of program outcomes assessment. Business has combined degree programs to offer more applicable degree options and new courses. Internships are encouraged as part of each degree program. Multimedia/digital communications altered the entire format of the program as a result of program review. Special services offered to students include interactive television classes within the surrounding areas; facilitated, self-paced classes in technology and mathematics; fast-track and internet offerings; and tutorial services in most areas of study.

Student Satisfaction Assessment

During 2000-01, 451 students were administered the Student Opinion Survey (SOS). Results indicated that 55 percent of NOC students stated that they would definitely choose NOC again, as compared to the national norm of 37 percent. Fifty-one percent of NOC students rated their overall impression of educational quality as excellent, compared to the national norm of 29 percent. Seventy-three percent of NOC students indicate they use the library/learning resources on campus, 67 percent use computer services, 67 percent use academic advising, and 58 percent use financial aid services. Overall, NOC's SOS results showed higher percentages of use of campus services than the national norms. Only use of student health services, cafeteria/food services, and day care services fell below the national averages.

NOC graduating sophomores indicated greater satisfaction than the national norm in nearly every area. The services receiving the highest satisfaction ratings include the college in general, academic advising, class size, physical plant, recreational and intramural programs, counseling services, computer services, instructional services, and attitude of teaching staff toward students. Services receiving the lowest satisfaction ratings include library/learning resources and college orientation.

As a result of student satisfaction assessment, 12 new computers were added to the library, all with library catalog and Internet access. Computer labs continue to be added and updated, and an upgrade of learning center computers is planned. The college orientation program underwent massive restructuring, returning to an eight-week course. Evaluations by current students and faculty indicate strong satisfaction with the new format and with the emphasis on study skills, test-taking skills, and time management.

Oklahoma City Community College

Entry-Level Assessment

Oklahoma City Community College (OCCC) provides entry-level assessment to all students entering credit classes. Entry-level assessment includes testing, a review of high school or college grades, and interview information. The ACT test and the Computer-Adaptive Placement Assessment and Support System (COMPASS) test were used to place students in appropriate classes. Students with science deficiencies take the Riverside Chemistry test for placement into college-level chemistry; the Riverside Biology test for placement into college-level biology; and a locally developed anatomy and physiology test for placement into college-level anatomy and physiology. Students for whom English is a second language demonstrate proficiency in English through the Test of English as a Foreign Language (TOEFL). Students who need to test in only one area do not have to test until they are ready to enroll in the specific class. For example, students may not take the mathematics assessment test until the second semester if they do not plan to take mathematics in their initial semester.

COMPASS was used to place students for 1999-00 and 2000-01. Data from 2000-01 are not currently available. In 1999-00, 78 percent of the 2,564 reading scores placed students into college-level classes; 40 percent of the 2,988 writing test scores placed students into college-level classes requiring minimum writing; and over 22 percent of the 1,833 students who tested for Algebra or College Algebra were placed in college-level mathematics classes. In comparing the above results with results from 1998-99, the writing and math placement percentages are approximately the same for students being placed in college-level classes, while the percentage being placed in college-level classes based on reading level had over a 20 percent increase. Of OCCC's 1,953 first-time freshmen in fall 2000, 1,096 (56 percent) enrolled in one or more remedial courses as follows: 487 (25 percent) in English; 971 (50 percent) in mathematics; 22 (1 percent) in science; and 27 (1 percent) in reading.

OCCC regularly reviews the placement of students. Information for the review is obtained from faculty surveys and from student completion rates in specific classes. Periodically, surveys are administered that request information on whether the faculty member believes each student in their class was placed appropriately. The information from this survey is reviewed for patterns or trends. If the grouped data reveal that more than five percent of the students are placed at the wrong level then the cutscores are reviewed for possible adjustment. This survey is conducted every three years, on request, or a year after a new test is implemented.

Course completion rates are also reviewed. If more than a ten percent fluctuation in completion rates is experienced, a review is initiated to identify possible reasons for the fluctuation. If placement is determined to be a part of the problem, then a recommendation to change placement scores may be made.

Each year, a comprehensive tracking system is used to determine how students perform in remedial classes and then how they perform in college-level classes after completing remedial classes. The progress of students who began remedial classes from 1994-95 through 2000-01 was the last study completed. As compared to students placed directly in college-level courses, students who completed remedial writing classes had higher completion rates in college-level classes, and students who completed remedial reading or remedial mathematics classes had higher completion rates in some college-level classes and lower completion rates in others. These findings validate the entry-level assessment system and demonstrate that remedial classes are successfully preparing students for college-level classes.

Mid-Level Assessment

Mid-level assessment at OCCC examines student academic progress and learning on the eight general education competencies and occurs when a student has completed the required course work to meet the general education competencies. In 1999-00, the General Education Committee (GEC) completed a major project that increased the number and types of outcomes and their measures related to each general education competency. The General Education Outcomes Assessment Plan was approved by the GEC in September 2001. A system has been developed in which information will be collected on a regular basis using outcomes and measures. Each general education competency will be evaluated once every five years. A report will be produced containing the procedure used in the evaluation, a summary of the results, and recommendations for changes in the competency or the instructional process.

The study of how well prepared OCCC students are to succeed at transfer institutions was not conducted as originally planned because of student privacy and legal issues. In 2001-02, OCCC will revert to the previous system of providing a cohort of students identified as having completed general education competencies to the Oklahoma State Regents for Higher Education for aggregate feedback on student success rates at transfer institutions.

At the present time, none of the information from mid-level assessment has caused a need for major changes in the general education curriculum. The GEC will continue to look for effective and efficient ways of assessing OCCC's mid-level general education competencies.

Program Outcomes Assessment

Starting in 1998, OCCC has assessed program and student outcomes in each academic program. All academic programs identified goals, objectives, and instruments to measure effectiveness using a form approved by the Institutional Effectiveness Committee (IEC). Program faculty use the data collected on the form not only to demonstrate program effectiveness, but also to make adjustments to their programs when deficiencies or concerns were identified. These adjustments might entail changes in course content, course sequence, methodology, mode of instruction, as well as other areas.

Additionally, each college program is evaluated in detail once every five years and includes how students who complete the program are doing. Assessment information includes graduate data reported in a survey one year after completing the program, results from licensure exams, transfer GPA at other institutions, advisory committee annual review, and any program specific information that may be available. These in-depth evaluations are used to develop recommendations for improvement, and these recommendations are monitored to assure their accomplishment.

The results of the program outcomes measures show that the programs are meeting their purposes. Graduate information was obtained from students who graduated between summer 1999 and spring 2000. Information is not yet available for 2000-01 since surveys are sent out 12 to 18 months after graduation. Graduates who responded to the survey appear to be very satisfied with their training. The survey response rate needs to be increased so individual programs can have more accurate information to use in decision making.

A number of the programs has capstone courses. These courses provide students with the opportunity to combine all of the knowledge they have gained into a practical application. This application may be in the development of a comprehensive project or in lab or clinical experiences. The successful completion of capstone courses is an indication that the student has the knowledge and ability to be successful on the job. Twelve of the 15 programs have capstone courses. Eighty-six to 100 percent of the students enrolled in the capstone courses achieved a grade of "C" or better. As an indication of future job success, it appears that the programs are preparing students for employment.

Licensure examinations are another outcomes measure used by a number of programs to indicate their success. In all five programs, students from OCCC had a higher licensure rate than the national licensure rate for that program. Licensure information is reviewed annually, and the program curriculum is adjusted if areas of weakness are identified.

As an additional measure of program success, all associate of applied science degree programs are evaluated externally once every five years. In spring 1998, the Oklahoma State Regents for Higher Education evaluated all of OCCC's technical-occupational programs. Over 95 percent of the recommendations from this evaluation have been implemented. The remaining recommendations are being addressed.

Student Satisfaction Assessment

OCCC uses two standardized measures of student satisfaction. The first measure is the ACT Student Opinion Survey (SOS). It is administered every other spring to a stratified, random sample of enrolled students. The most recent SOS was spring 2000. A total of 600 students completed surveys revealing that students were relatively satisfied with OCCC. When asked how satisfied they were with OCCC in general, 87 percent indicated that they were "satisfied" or "very satisfied." In commenting on the overall quality of the education, 87 percent responded it was either "excellent" or "good." The lowest rated areas were use of the student activity fee, student employment, student involvement in policy making, industrial arts/shops facilities, and academic probation and suspension policies.

Program changes were made due to the results of the SOS. Student Government now meets on a regular basis with the College Planning Committee, which facilitates discussions concerning student needs and provides input to the planning process. In 2000, OCCC upgraded all computer lab areas, which has significantly increased the availability of up-to-date technology across the campus. The Student Government and the Planning Committee are discussing the use of student fees.

The second standardized measure seeks student input on individual classes. Students are requested to complete a Student Instructional Inventory (SII) in each class they are attending. In 2000-01, a total of 17,677 evaluation forms was processed. Results of the SII are used in instructional program reviews and as part of faculty evaluations. Overall, students are extremely satisfied with the instructors and the instruction they received.

Oklahoma State University Technical Branch – Oklahoma City

Entry-Level Assessment

In 2000-01, all students seeking admission to Oklahoma State University Technical Branch-Oklahoma City (OSUTB-OKC) were assessed using the ACT and the Computer-Adaptive Placement Assessment and Support System (COMPASS). The Test of English as a Foreign Language (TOEFL) was used to establish English proficiency, and computer literacy requirements were assessed using a locally developed assessment tool.

Students who score below 19 in any ACT subject area have four options: (1) retake the ACT, (2) take the ACT residual test, (3) take the appropriate COMPASS test, or (4) enroll in a remedial course. Students may take any COMPASS test twice, but there is an assessment fee for the retest. Course placement is based upon the student's highest score in a content area. Math and English instructors who have students they believe were "misplaced" into their classes with skills either above or below those required for the class can request COMPASS retesting for the student free of charge. If students score significantly higher or lower they will be placed in the appropriate course level. Of OSUTB-OKC's 1,397 first-time freshmen in fall 2000, 702 (50 percent) enrolled in one or more remedial courses as follows: 155 (11 percent) in English; 641 (46 percent) in mathematics; 25 (2 percent) in science; and 283 (20 percent) in reading.

Current entry-level assessment activities will continue. Future plans include a request from Student Services for a definitive listing of student characteristics for each semester. The Assessment Committee has requested more information relative to student placement scores and remedial course grades. The committee is interested in the alignment of course fundamental skills and objectives with placement test score range objectives and comparable high school courses. The committee has begun to review and study the Remediation Survey sent each year to the Oklahoma State Regents for Higher Education.

Mid-Level Assessment

OSUTB-OKC's general education curriculum is designed to help students develop math, science, and communication skills; gain a sense of social, ethical, and cultural values; and appreciate the application of these values in an increasingly technological and global society. Upon completion of the general education curriculum, students should be able to demonstrate nine competencies.

In 2000-01, OSUTB-OKC used the Collegiate Assessment of Academic Proficiency (CAAP) as the primary method of assessing students' general education performance levels. Overall, 88 students participated in CAAP's critical thinking field test. Of those, 57 percent ranked at or above the 50th percentile nationally. Because no diagnostic information was provided by CAAP, opportunities to define areas for curriculum change were not available.

Plans for 2001-02 mid-level assessment activities include administration of the CAAP reading and mathematics modules in fall 2001 and writing and critical thinking in spring 2002. Faculty will be reviewing their definitions of the required competencies and whether they are taught or reinforced in classes. Development of a comprehensive study of general education fundamental skills and their alignment to placement testing and general education objectives is underway.

Program Outcomes Assessment

Program outcomes assessment at OSUTB-OKC engages faculty, staff, and students in thinking about the purpose and mission of academic programs. The assessment process is faculty driven, tied to the budgetary process, and used to document student learning and to provide for curricular improvement.

In fall 2000, veterinary technology students taking state and national licensing board exams produced an 88 percent pass rate. Three of the program's 30 graduates have chosen to continue their education at a four-year institution. In interviews conducted 12 months after graduation, 13 of the 14 graduates were satisfied with their positions and were accomplishing their goals at a satisfactory rate. All of police science candidates taking the Oklahoma Council on Law Enforcement Education and Training (CLEET) exam passed. Eighty percent of the 2000-01 police science graduates found employment as police officers. All of interpreter training graduates taking the Quality Assurance Screening Test (QAST) in spring 1999 and fall 2000 passed with at least a level 1, which exceeds the departmental goal for the program. Of the 137 interpreter training graduates, 49 percent are working as interpreters, 22 percent are pursuing a higher degree, and 29 percent are using their skills in another job.

As a result of program outcomes assessment, the Engineering Division has put in place an exit interview process for each graduating student. Based on student and departmental assessments, changes will be made that include modifying the curriculum, combining course prefixes, and exploring the addition of several certifications. Formal leadership in nursing rotation was established, and the advisory committee is interested in increasing focus on leadership components and management of client groups. The General Knowledge Test will be administered to every horticulture student upon entering the program and again upon completion of the program. Discussion is underway to improve employer feedback on student knowledge and skill preparation.

Student Satisfaction Assessment

The Assessment Committee uses surveys to gather information about student's perceptions and satisfaction with their programs and academic experience. The committee designed several survey instruments, and a nationally standardized student satisfaction survey is administered every other year.

In fall 2000, 351 students were administered the Noel-Levitz Student Satisfaction Inventory. Results indicate that students rated the campus higher than in 1998 except on eight out of almost 100 areas. Financial aid, veterans' services, instructional effectiveness of faculty, class scheduling, and security are areas being studied and appropriate changes made. In spring 2001, 5,074 students from 421 classes were surveyed with a seven-question instructional evaluation survey. Results show strong student satisfaction with faculty and OSUTB-OKC's instructional initiatives. Future plans are to continue current surveying and to evaluate the value of in-house surveys and standardized surveys. The Noel-Levitz Priorities Survey and the Personal Assessment of the College Environment (PACE) institutional climate survey will be considered for administration in fall 2001.

Oklahoma State University Technical Branch-Okmulgee

Entry-Level Assessment

Oklahoma State University Technical Branch-Okmulgee (OSUTB-OKC) has made entry-level course placement a focal point, and all entering students are provided entry-level assessment. This includes placement testing, review of high school and college transcripts, and career and academic counseling.

The ACT is used as the primary assessment tool, while the Accuplacer Computerized Placement Test (CPT) is used as a secondary assessment tool to demonstrate proficiency in the basic academic subjects. The ACT residual test was administered to 282 students, while 1,228 students participated in the CPT pre-tests. All students who scored very low on entry-level academic assessment were placed in one-on-one classroom settings, while students scoring higher, but still deficient, were placed in an asynchronous learning environment. Remedial course enrollees re-test on the appropriate CPT. When students reach or exceed the cutscore, they receive a grade of "pass" for the class. If the score remains below the cutscore, students remain in the remedial course until they attain the required cutscore. Of OSUTB-OKM's 730 first-time freshmen in fall 2000, 244 (33 percent) enrolled in one or more remedial courses as follows: 80 (11 percent) in English; 208 (28 percent) in mathematics; 32 (4 percent) in science; and 112 (15 percent) in reading.

All new students were enrolled in the OSUTB-OKM Cornerstone course, which is designed to teach basic study and college success skills. Additionally, students participated in learning styles testing using the Vocational Learning Styles Inventory. Program-level testing was also conducted to determine proficiency in skills for industry specific areas of study. Results were used for student development and the identification of need for skill enhancement.

OSUTB-OKM established a college readiness and student success program for entering students. Summer success academies were conducted for reading, communication skills, and math skills readiness. A laboratory was established during summer 2001 to allow at-risk students opportunities in reading, mathematics, and science prior to testing or retesting. These services are designed to further enhance student success. Compared to the previous academic year, required college enrollments in remedial communications classes were reduced by 14 percent and in reading by 21 percent.

Mid-Level Assessment

The Office of Institutional Assessment & Research was in transition during 2000-01, and new staff was hired in July 2001. The updated college assessment plan includes: re-evaluation of general education program competencies; review of syllabi for inclusion of mid-level assessment goals and objectives; integration of mid-level assessment beginning with the 2001-02 academic year; field testing CPT as a post-test instrument; and development of other mid-level assessment measures appropriate at the program level.

Mid-level assessment evaluates updated general education competencies after completion of 45 credit hours of instruction. A field test of students in the pre-education program has been planned using the CPT. Ultimately, students from all programs can be assessed for these competencies at mid-level.

Program Outcomes Assessment

OSUTB-OKM uses industry certification records, academic performance records, and exit placement interviews to provide assessment of degree program and institutional effectiveness. Data show that 91 percent of students who participated in an industry certification program during 2000-01 qualified for certification. Students' scores on locally developed technical post-tests showed a gain in learning from an entry score of 32 percent to 71 percent at exit. The academic divisions reported 80 percent placement of OSUTB-OKM graduates. Job placement for industry-based programs such as automotive technology and heavy equipment & vehicle institute was highest at 100 percent. Placement for general studies and business technology programs reported lowest rates at 53 percent. The average annual starting salary reported among all programs was $27,096. Numerous business and industry employers have expanded their partnership roles with OSUTB-OKM to include augmented internships, scholarships, and guaranteed employment upon graduation.

All college programs have successfully implemented capstone projects or portfolios into the final semester of program curriculum. Program assessment plans are being revised to use capstone project competencies as measures of program outcomes to supplement and/or replace pre- and post-test measures. The new assessment plan highlights employer survey information as a crucial source for instructional changes.

Student Satisfaction Assessment

The Noel-Levitz Student Satisfaction Inventory (SSI) was administered to students to measure expectations and satisfaction with campus services and experiences. A total of 515 students completed the SSI in spring 2001. A gap analysis showed that more than one-third of all items showed low disparity between student perceived importance and satisfaction; 39 percent of all items had gap scores of 1.0 or less. Students reported very high satisfaction with student life activities, child care facilities, support services, and a sense of belonging at OSUTB-OKM. Students were also satisfied with academic advisement, registration, bookstore staff, internships, faculty concern, and Veteran's Services. However, students felt parking space was inadequate and parking lots were not well lighted. Students expressed dissatisfaction with financial aid counseling information.

OSUTB-OKM has taken action as a result of student satisfaction assessment. Parking lots have been carefully monitored for lighting replacement, and in August 2001, new residence halls were opened to the student population with additional parking space. The college website now links students to financial aid information and services, as well as to other important information. A new student portal system has recently been approved which will allow all new students to be provided with personal, lifetime OSUTB-OKM e-mail accounts. It will also provide a lifetime link with alumni, enabling the college to continuously improve structures, policies, and services.

Redlands Community College

Entry-Level Assessment

Through the use of high school transcripts, ACT scores, the ACT Assessment of Skills for Successful Entry and Transfer (ASSET), and the Computerized Adaptive Placement Assessment and Support System (COMPASS) instruments, Redlands Community College (RCC) assesses and places first-time entering freshmen. RCC tests all students who lack ACT scores or who score below 19 in ACT subject testing.

In fall 2000, RCC administration of ASSET and COMPASS determined:

- 70.0 percent of the students assessed required additional basic skills in reading
- 46.0 percent required English remediation
- 83.0 percent required mathematics remediation
- 60.1 percent of the first-time-entering freshmen required secondary assessment
- 17.3 percent required remediation

For students testing into remedial courses, RCC recommends an additional study skills course and orientation course. RCC also offers peer tutoring for all students. Students are allowed one retest opportunity during an enrollment period, if: (1) the examinee's performance was influenced by factors other than ability, or (2) a significant change in the examinee's ability has occurred. Of RCC's 531 first-time freshmen in fall 2000, 214 (40 percent) enrolled in one or more remedial courses as follows: 76 (14 percent) in English; 164 (31 percent) in mathematics; and 82 (15 percent) in reading.

Entry-level assessment has driven several new innovations in scheduling and sequencing of mathematics courses. Self-paced math modules are being utilized whereby students can proceed through both the remedial and college-level mathematics sequences. This "Fast Forward" program, allowing students to complete up to two remedial math courses per semester, reflects the commitment to meeting student needs. Ongoing analysis of mathematics offerings will continue to determine if they meet the needs of RCC students.

Mid-Level Assessment

Collegiate Assessment of Academic Proficiency (CAAP) was administered to 100 graduating sophomores from 1993 through 1997 to assess general education. The Assessment Committee is reviewing the recommendations that the North Central Association (NCA) made to RCC regarding methods to evaluate student progress. The NCA team visited the College campus in February 2001, giving both written and oral feedback on mid-level outcomes assessment.

RCC has implemented a computer literacy for all students. Students will be required to meet the computer literacy requirement in one of two ways: (1) complete a basic business applications software course, or (2) take an advanced standing examination. An ad hoc committee is currently researching which skills and criteria to include on the exam to assess the student's overall computer knowledge and ability. The advanced standing exam is projected to be available in spring 2002.

Program Outcomes Assessment

RCC uses a variety of program outcomes assessment instruments including faculty-designed tests, individual portfolios, license exam results, and transfer student success at four-year institutions. Programs within the Arts and Sciences Division and occupational/technical programs utilized outcomes measures for institutional effectiveness and student success during 2000-01. Of the students attending RCC, 74 percent indicated that they planned to complete an associate degree, and 48 percent indicated that they planned to transfer to a four-year institution. RCC uses information provided by four-year institutions to assess transfer student success. Comparison of GPAs and review of individual student's performance in specific classes assist in assessing academic program effectiveness. RCC conducts follow-up strategies in areas where students were less successful than anticipated. Curricular changes are implemented when feasible.

Nursing program outcomes assessment as measured by licensure exam pass rates show that 97 percent of the 29 students taking the examination for the first time passed the state licensure exam. In 2000-01, Emergency Medical Technology program outcomes assessment as measured by pass rates on the national licensure exam show that 96 percent of the students passed the examination. The Equine Program continues to be successful in job placement of graduates. Ninety percent of students completing the program have jobs upon graduation. In spring 2001, the Administration Management and Technology program conducted computerized program outcomes assessment for students enrolled in the records management course. Results show average scores of 95 percent correct. One hundred percent of students enrolled in the administrative office management course submitted a required portfolio and participated in an interview/evaluation of the portfolio and their overall course work. The Health, Physical Education and Recreation Department continued to use comprehensive exams in many of its courses to assess the effectiveness of students in the program. An industry partnership with Health South was formed for construction of an addition to the existing physical education building to house additional space for implementation of the new Associate in Science, Fitness Trainer degree during the 2001-02 year.

Prior to this academic year, pre- and post-tests were required of students in accounting and economics courses. However, for 2000-01, a decision was made to review, revise and improve both the pre- and post-test instruments that were being used. These tests should be available and reinstated for 2002-03.

Student Satisfaction Assessment

The ACT Student Opinion Survey (SOS) was used to measure the institutional satisfaction of all graduating sophomores. In spring 2001, 29 graduating sophomores completed the SOS. Results and consequent evaluations of this smaller sample have been analyzed by administration and strategies are in place to attempt a wider cross spectrum return of evaluation tools for Spring 2002. The survey results indicate that course offerings, location, cost of attendance, and working while attending college continue to be the primary reasons why students select RCC. Evaluations of the responses will assist in developing the nursing program review and serve as a guide for planning staff development activities.

Rose State College

Entry-Level Assessment

At Rose State College (Rose), first-time entering students who have not taken the ACT or who obtained a subscore below 19 are required to take the Computer Adaptive Placement Assessment and Support System (COMPASS) assessment in reading, writing, and mathematics. Those students who receive a borderline score on the assessment tests in English, mathematics, science, and reading may be required to enroll and successfully complete remedial course work before being permitted to enroll in designated college-level courses. The one exception to the 19 ACT score is the mathematics subscore. Students with a minimum ACT subject score of 19 may enroll in any 1000 level math course except MATH 1513, College Algebra, which requires an ACT math subscore of 21 or above.

In fall 2000, of the 1,977 students taking the COMPASS test, 69 percent took the Writing Skills test with 41 percent placing in freshman-level English. In reading, 73 percent of students took the assessment with 69 percent placing in the acceptable reading level range of 72-100. In mathematics, 78 percent took the pre-algebra test, 17 percent took the algebra test, and 4 percent took the college algebra test. Eleven percent of students taking the algebra test placed in general college math or college algebra. Of Rose's 1,785 first-time freshmen in fall 2000, 1,129 (63 percent) enrolled in one or more remedial courses as follows: 419 (23 percent) in English; 1,013 (57 percent) in mathematics; 12 (1 percent) in science; and 21 (1 percent) in reading.

Effective July 1, 2001, all first-time entering active-duty military students are required to demonstrate curricular competency, as all other students, through ACT scores or secondary institutional assessment. This procedure will be utilized for enrollments at all locations and venues: campus, TAFB, telecourses, computer on-line courses, etc. The performance deficiency was modified to restrict enrollment beyond 12 hours when a reading deficiency has not been removed and to require that all remedial courses necessary to satisfy performance deficiencies be completed prior to the completion of 24 hours at Rose. In an effort to improve student success and retention in remedial and college-level math, a departmental plan-for-action was developed. Some of the plan's success strategies include a requirement that all math faculty dedicate 40 percent of their office hours to working directly with students outside of class in the math lab, the development of departmental examinations for each remedial and college-level math course, and an enhanced effort to utilize best classroom practices as shared by peer math faculty. Several math faculty were reassigned to accommodate the new student success initiatives.

Mid-Level Assessment

At Rose, mid-level assessment involves students who have completed either their associate in arts or associate in science two-year transfer degree. For now, the students' success when they transfer to a four-year institution is Rose's instrument of assessment. The Academic Assessment Committee (AAC) is still gathering information on the type of assessment tool which should be used when a student has completed the transfer degree. To find the appropriate instrument is a goal of the AAC for 2001-02.

The AAC continues to compare mid-level student characteristics across previous fall semesters and is attempting to use historical tracking to predict future patterns and to compare aspects of the general student population. An interesting aspect of the findings continues to be in student age and years spent at Rose. The mid-level students' average age as well as median age were younger than the overall graduates for 2000-01. Also, the 2000-01 data indicated that the years at Rose were 5.8 years for mid-level students and 6.26 for all 2000-01 graduates. The data could be indicating that mid-level students are able to achieve their goal quicker since some of the associate in applied science degrees require more hours due to the complexity of the major. The AAC will continue to explore ways to encourage and motivate students to complete their associate's degree before transferring as well as to find other ways to measure success or completion of a student's goal or objective while attending Rose.

Program Outcomes Assessment

The evaluation of program outcomes indicate that Rose's programs are accomplishing their purpose. Graduates who responded to annual spring semester surveys appear to be very satisfied with their education. The information is reviewed by the College as well as by individual programs for the purpose of identifying strengths, challenges, and opportunities.

In 2000-01, 506 students enrolled in capstone courses. Of those, 434 (86 percent) passed the capstone course. Of the 180 students who took a standardized test for their specific area, 161 (89 percent) passed the national standardized exam.

As part of its program outcomes assessment, Rose has tracked students transferring to the University of Central Oklahoma (UCO) since fall 1993. For students who transfer to UCO with fewer than 30 hours, the average number of hours taken at Rose before transferring has been 13, with an average Rose GPA of 2.79. For students who transfer to UCO with more than 30 hours, the average number of hours taken at Rose before transferring has been 55, with an average Rose GPA of 2.96. Rose students who transfer are as successful or more successful when compared to all two-year college transfers at the given transfer institutions.

Rose administered an employment survey for graduates in 2001. Survey results indicated that the average monthly salary was $2,686 with the top three employment areas being medical, government, and small business.

As a result of program outcomes assessment, wellness students must complete a standardized fitness certification exam, a practicum course, or a clinical proficiencies exam during their final semester. Art students are required to submit a portfolio which includes writing samples after completing 15 credit hours from the program. English students are required to present a portfolio of writing samples during their last American or English literature course. The 2001-02 *Rose State College Catalog* reflects the addition of 12 program outcomes assessment methods for the Humanities Division and 14 methods for the Social Sciences Division.

Student Satisfaction Assessment

Student satisfaction surveys were administered during the spring 2001 semester. The ACT Student Opinion Survey (SOS) is administered when graduates are measured for their cap and gowns. In spring 2001, 121 graduates completed the survey. In August 2001, The SOS was administered to a sample group of Rose's day and evening classes from each of the five divisions. A total of 121 surveys was included for review. Results showed overall increases in most areas measured. The percentage of students who rated Rose as their first choice at the time they applied for admission increased to 79 percent, a 10 percent increase from 1999. The top five reasons students chose to attend Rose were: (1) convenient location; (2) course offerings; (3) low cost; (4) ability to work while attending; and (5) college reputation for academics.

Seminole State College

Entry-Level Assessment

Seminole State College (SSC) assesses each student during the initial enrollment process using the ACT for placement. The ACT 2000-01 *Freshman Class Profile Report* shows the ACT composite (mean) score was 18.0 compared to the national average for high school graduates of 21.0. The same scores for 1999-00 were 19.01 for SSC and 21.0 for high school graduates. The SSC scores have decreased one point and remain less than the national average. SSC also administers the Computer Adaptive Placement Assessment and Support System (COMPASS) and the Assessment of Skills for Successful Entry and Transfer (ASSET). SSC provides ACT residual testing on campus eight times a year. Support materials such as test preparation guides, videos, and computer software programs, are available for students in the campus testing center. Of SSC's 513 first-time freshmen in fall 2000, 228 (44 percent) enrolled in one or more remedial courses as follows: 99 (19 percent) in English; 202 (39 percent) in mathematics; 15 (3 percent) in science; and 67 (13 percent) in reading.

COMPASS and ASSET tests, which assess writing, reading, and math skills, are given to entering students without ACT scores or with ACT subject area scores below 19. Approximately 44 percent of the students who participated in COMPASS or ASSET tests were placed in non-credit courses. Compared to the previous year, the successful completion rate in non-credit courses increased from 59 percent to 62 percent.

Recognizing that more and more students were being placed in non-credit courses and that these students are often "at-risk," SSC reorganized its divisional structure in 2000-01. All remedial courses were consolidated into a new division for better alignment of non-credit courses to clear curricular deficiencies. This division, the Interdisciplinary Studies Division, unites all the reading courses (remedial and otherwise), remedial English, mathematics, and science as well as a new educational skills course. This change works in conjunction with the new Title III grant to improve student success and retention.

Mid-Level Assessment

As with most two-year colleges, SSC continues to struggle with the challenges of developing a meaningful and useful mid-level assessment program. SSC continually seeks assessment methods that will provide meaningful data. In previous years, SSC participated in the Collegiate Assessment of Academic Proficiency (CAAP) pilot study and piloted the use of the ACT Assessment Test as an exit exam for graduating students. These tests were abandoned, because the college was not satisfied with the results in regard to mid-level assessment. However, after considering a variety of ways to judge success in this area, the Assessment of Student Learning Committee has begun a review of the CAAP test again to determine if the test can be a useful mid-level assessment tool.

Results from student surveys consistently show that students who withdraw, do not matriculate, or do not return to SSC cite their primary reasons as changes in economic situations, employment, or personal issues. With few exceptions, withdrawing, non-matriculating, and non-returning students enroll at other post-secondary institutions, or plan to return or enter post-secondary education when economic or personal issues are more stable. Most of the students indicate plans to enter or return to SSC. Data regarding transfer students indicate SSC transfer students continue to succeed after transferring.

Course-embedded assessment reports are written each fall and spring. The Assessment of Student Learning Committee will continue to work on a standardized reporting format. Faculty have adjusted curriculum and advisement procedures. SSC remains committed to continually reviewing curriculum, providing development opportunities for faculty, and incorporating appropriate technological advances in all courses taught at SSC.

Program Outcomes Assessment

Analysis and planning for changes is critical in all areas of education, especially areas such as accounting, computer science, lab technology, and nursing. SSC recognizes that it must have clearly stated objectives by which to be judged. Thus, it has established the following objectives: (1) evaluate student readiness for job placement, (2) evaluate student preparedness for transfer, and (3) evaluate effectiveness of technical programs.

The various components used to evaluate program outcomes are the State Regents' Program Review, the SSC Survey of Employers, the Comprehensive Program Review, the National League of Nursing Achievement Exam, national certification and licensure examinations, national and state professional accreditation, and reports from receiving institutions. Institutional assessment practices suggest that SSC's applied science programs are using all sources of information appropriately and effectively.

Each division involved in these efforts seeks advice from outside sources as well as from internal evaluations. The Business and Computer Science Division has used information from institutional assessment, course-embedded assessment, advisory boards, and students to guide the division's development. Capstone courses for accounting and computer science have been created, and continual efforts have been made to develop cooperative agreements with area vocational schools. The Medical Laboratory Technology (MLT) program receives extensive feedback from national board exams regarding trends in program review and development. Of the five MLT program graduates in 2000-01, all five passed the Board of Registry exams and are currently employed. The Nursing Program uses national board exams and other data when considering curriculum needs. Nursing graduates in 2000-01 had a pass rate of 100 percent on the National Council of Licensure Exam (NCLEX).

Student Satisfaction Assessment

The primary tools used in student satisfaction assessment are the student evaluations of faculty, the Student Opinion Survey (SOS), and the Graduate Opinion Survey. These are conducted regularly to address the stated objectives of the college: (1) to determine whether or not current students perceive that the college meets their needs, and (2) to determine whether or not past students perceive that the college met their needs.

The SOS conducted during fall 2000 revealed similar information to the previous survey given during fall 1998. Results show that 98 percent of the respondents believe the education they are receiving is "average" or "above average." Major factors for students choosing SSC are location, cost, good chance for personal success, and scholarships/financial aid. The five items with the highest satisfaction percentages are: class sizes (88 percent); classroom facilities (85 percent); academic calendar (84 percent); overall challenge of classes (83 percent); and the attitude of faculty toward students (82 percent).

Changes as a result of student satisfaction assessment include: changes and additions to the curriculum; workshops and in-service programs; and critical review of need issues on campus. SSC is committed both to supporting and refining aspects of the college that students indicate are satisfactory, and to thoughtfully and creatively developing ways to address aspects of the college which students indicate need to be improved. All surveys and reports dealing with student satisfaction are carefully reviewed.

Tulsa Community College

Entry-Level Assessment

Tulsa Community College (TCC) uses the ACT as the primary test to measure levels of student achievement and subsequent entry-level placement. During summer 2000, fall 2000, and spring 2001, TCC evaluated incoming student proficiency levels in English and mathematics. Screening in reading and sciences occurred primarily to identify course deficiencies as required by the State Regents' policy and as approved in the TCC Assessment Plan. Test score information is used as a guideline by academic advisors to place students in various courses at TCC. Almost one-half (48.5 percent) of new TCC freshmen scored high enough on the ACT mathematics subject test to be placed into college algebra; one-third (33.5 percent) scored within a cutscore range for placement into intermediate algebra; one-fifth (18.1 percent) scored within the range for placement in beginning algebra; and no student scored within the cutscore range for placement into basic mathematics.

Placement based upon the ACT reading scores show that almost two-thirds (65.4 percent) of new TCC students scored high enough to be placed in college-level reading courses. Almost one-third (29.8 percent) scored within the range that placed them into a remedial Reading II course. Finally, 4.8 percent of these students scored within a range of scores that placed them into a remedial Reading I course.

Almost two-thirds (64.3 percent) of new TCC freshmen scored high enough on the ACT English subject test to be placed in a freshman Composition I course. Just under one-third (29.8 percent) scored within the range to be placed into a remedial Writing II course. Finally, 5.9 percent scored within the range for placement in a remedial Writing I course.

The Computerized Placement Test (CPT) is the secondary test for entry-level assessment. The CPT is used to supplement the ACT in selecting levels of college courses for which students have the greatest chance for success. Almost one-half (46.4 percent) of the students who took the CPT reading test scored high enough to be placed into college-level courses. One-fourth (25.6 percent) scored at the level for placement in a Reading II course. Slightly over one-fourth (27.9 percent) scored within the range for placement in a Reading I course.

In 1999, the Office of Institutional Research began working with a committee of faculty and advisement personnel to examine the efficacy of placement strategies in mathematics based upon the CPT cutscores. A study was conducted to track student academic performance from remedial coursework based on ACT and CPT cutscores and subsequent student achievement. Results from fall 2001 indicated that an ACT mathematics score of 19 is a significant predictor for success in college algebra. Results also indicated that a CPT score of 41 is a significant predictor for success in college algebra for TCC students. TCC students who meet either of these criteria have a 70 percent success rate or higher in college algebra. In fall 2001, 85 percent of the students successfully completing intermediate algebra were successful in college algebra. Based on these results, the entry-level assessment committee recommended to continue evaluating the CPT subject scores to optimize student placement into college algebra. The committee is working with the Office of Institutional Research and Assessment to design similar studies that evaluate reading proficiency and student placement in remedial and college-level courses.

Of TCC's 3,327 first-time freshmen in fall 2000, 1,333 (40 percent) enrolled in one or more remedial courses as follows: 529 (16 percent) in English; 1,133 (34 percent) in mathematics; and 19 (1 percent) in reading.

Mid-Level Assessment

TCC's mid-level assessment measures student competencies developed in general education courses. The primary goals are to improve of institutional effectiveness and facilitate student academic success in meeting educational objectives.

TCC's General Education Goals Assessment Committee developed a unique model for assessing general education goals across all academic programs and discipline areas. The model is context-specific in that each goal is assessed according to the methods most appropriate for the context in which the goal is observed. For example, one of the general education goals for all learners is critical thinking. The Committee established a definition for critical thinking that was accepted across all academic programs and disciplines. The faculty agreed upon a set of expectations that, if successfully demonstrated, would characterize students who have developed critical thinking skills. Other general education goals include development of communication skills, citizenship, global awareness, and computer literacy.

To assess the developed competencies for students who have completed the core general education courses, faculty are asked to submit a completed reporting form for the general education goal being assessed. The reporting form is designed to collect information regarding the means of assessment and the criteria for success as well as the intended use of assessment results for improving teaching and learning.

All full-time faculty members were asked to assess critical thinking during fall 2000. Results indicate that 2,455 students were assessed for critical thinking, and 77 percent of those students successfully demonstrated critical thinking based on the context-specific criteria for measuring skills associated with that goal. A comprehensive feedback report, including quantitative results and proposed uses of the results, was presented to division chairs, deans, and instructional staff in early spring 2001.

All faculty members, including adjunct faculty, will participate in the assessment process during the 2001-02 academic year. Adjunct faculty members will assess critical thinking, while full-time faculty members who have already performed the critical thinking assessment will now assess effective communication. Faculty mentors have been designated to help their colleagues understand and contribute to the assessment process.

Program Outcomes Assessment

At TCC, the purpose of outcomes assessment is to assess what is being taught and learned. Results are presented to program and service areas to improve and enhance student learning. The Outcomes Assessment Plan focuses on processes as well as products. To facilitate this plan, TCC actively involves both instructors and students through the use of multiple and varied assessment methods including questionnaires (i.e., course/instructor evaluation, graduate student survey results, and employer survey results), student transfer data, and program accreditation/certification records.

In spring 2001, 17,354 students completed and returned the TCC course/instructor evaluation. This instrument assesses course/instructor effectiveness from the student's perspective. Overall, the results from this measure were positive. The majority of responding students (91 percent) would recommend the course they assessed to other students. A large number of the students "agree" or "strongly agree" that faculty were patient with students' learning (91 percent), well prepared for the courses taught (93 percent), and maintain high course standards (94 percent).

Results from the graduate survey indicate 63 percent of the respondents are continuing their education; 75 percent indicated that they are employed; 57 percent of those employed are working full-time; and 50 percent of those employed reported they are either working in their major field or in a discipline that is closely related. The graduate survey also measures the general satisfaction of former students with their educational experiences. Eighty-two percent of the respondents indicated that they would be at least "somewhat likely" to make the same decision if they had the opportunity to attend TCC.

Results from the employer survey indicate that 95 percent of the participating employers report that they are "satisfied" or "very satisfied" with the performance of the employed TCC graduates and students. Likewise, 96 percent of the respondents rated the employed TCC graduates' or students' abilities to work productively as "good" or "excellent," while 91 percent confirmed that graduates are able to work independently without direct supervision.

Graduates of TCC's nursing and allied health programs continue to perform at a very high level when they complete their licensure and certification exams. In 2000, 80 to 86 percent of students completing the allied health programs passed their respective licensure and certification exams. The job placement rate is 100 percent for students seeking work in all allied health programs.

Student Satisfaction Assessment

TCC's overall satisfaction domains are investigated through various climate surveys, such as graduate surveys and course/instructor evaluations. TCC administers the ACT Student Opinion Survey (SOS) every third year. For 2000-01, the SOS was administered to students enrolled in selected university parallel and workforce development courses at each campus. Results show that 73 percent of the respondents stated they would likely choose to attend TCC a second time. Further, 86 percent of respondents have an "above average" impression of the college. The top five reasons students chose to attend TCC are: desired courses were offered (88 percent); the ability to work while attending (86 percent); convenient location (82 percent); the low cost of attendance (79 percent); and the good chance of personal success (70 percent).

The Internal Audit Committee, comprised of faculty and staff, recommend continuing efforts to communicate survey results to the faculty and staff. Specifically, the Committee recognizes the influence of student satisfaction to student retention; thus, involving a larger population of faculty and staff should enhance TCC's enrollment management efforts.

Western Oklahoma State College

Entry-Level Assessment

Entry-level placement at Western Oklahoma State College (WOSC) is based on ACT scores. Students can demonstrate competency in a subject area with a subscore of 19 or greater on the ACT test. WOSC uses the Computer-Adaptive Placement Assessment and Support System (COMPASS) test for secondary assessment. Scores below 80 on the COMPASS Reading Skills Test indicate the need for reading development; a score below 70 on the COMPASS Writing Skills Test indicates the need for English development; a score below 50 on the COMPASS Math Skill Test indicates a need for algebra development.

All entering students enrolling in general education courses are required to participate in one admission clinic. Admission clinics are offered at varying times to accommodate student schedules. During the clinic, admissions staff review student ACT scores and high school transcripts. Students with ACT scores below 19 in English, reading, or algebra are required to take the COMPASS test in that area. After the student is assessed, the admissions staff evaluates the student's need for remedial course work and completes an evaluation form which explains the student's academic deficiency areas. Students may re-test at will. The student is then forwarded to his/her faculty advisor for enrollment. Of WOSC's 454 first-time freshmen in fall 2000, 213 (47 percent) enrolled in one or more remedial courses as follows: 73 (16 percent) in English; 193 (43 percent) in mathematics; 5 (1 percent) in science; and 66 (15 percent) in reading.

In 2000-01, entering students' ACT scores clustered between 16.2 and 18.0 with a mean composite of 17.3. The mean COMPASS score in English was 56.2, well below the 70 cutscore for mandatory English remediation. In 2000-01, 303 WOSC students fell below the cutscore, while 183 exceeded the cutscore. All students scoring below 70 are required to enroll in English fundamentals. In 2000-01, the mean COMPASS score in reading was 73.9, slightly below the cutscore of 80. One hundred and eighty-nine students fell below the cutscore, while 315 exceeded the cutscore. All students scoring below 80 are required to enroll in remedial reading. In 2000-01, the mean COMPASS score in math was 32.0, significantly below the cutscore of 50. Five hundred and fifty-eight students scored below the cutscore, while 19 students exceeded the cutscore.

In fall 2000, new computer-aided instructional software (PASSKEY) was purchased to enable remedial instructors to use diagnostic tests to better determine the student's strengths and weaknesses. In addition, all scores can be linked to WOSC's secondary test, COMPASS. This will bridge the gap between weaknesses and instruction. The software gives students an individual prescription for lessons they need to remediate within the software. No lessons are assigned for skills where students have an acceptable knowledge. Therefore, students can progress through the remedial courses more quickly and progress to college-level classes. The software does not allow students to bypass problem areas until they have been mastered at 80 percent or higher. If a student passes the computer work as well as any other course requirement, they are given a satisfactory grade for the course. If the student does not pass, the instructor looks at overall student progress and how close they came to the cutscore to determine if the student can go forward. If the score is not close and course work so far has not been sufficient, students are assigned further chapters or repetition of others until the instructor is satisfied that they have overcome their deficiency. As an alternate choice, students may retake the COMPASS test at any time to remove a deficiency. In addition, instructors can require students take the COMPASS diagnostic to further identify problem areas.

Mid-Level Assessment

In 2000-01, 382 students participated in Collegiate Assessment of Academic Proficiency (CAAP) testing. Only students taking CAAP and COMPASS were linked, because both scores are needed to make a valid comparison. Students participated in one or more of the following exams: writing skills, mathematics, and reading. In writing skills, the mean score was 59.0, slightly below the reference group score of 62.3. In mathematics, the mean score was 55.4, slightly below the reference group score of 55.8. In reading, the mean score was 57.5, slightly below the reference group score of 60.3.

As a result of mid-level assessment, WOSC is reevaluating the policy of having students participate in secondary testing (COMPASS) even if ACT scores are 19 or higher. This would give a greater number of CAAP comparisons, since students must take both the ACT and COMPASS to be included in the linkage report. This is a problem that will be addressed by the Institutional Assessment Committee (IAC). In addition, the lingering problems of sincere student participation in exit testing are ever present. Again, the IAC will continue to find better solutions. However, it appears that having instructors present during testing proved more successful than having students take the test on their own, as in the past.

Program Outcomes Assessment

At WOSC, program outcomes assessment is primarily course-embedded. The divisions responsible for each of the programs, options, and emphases at WOSC have created and implemented their own plans of assessment. Faculty use a variety of methods, including course exams, writing assignments, and speaking assignments. The IAC has specified a few guidelines to the divisions to create some commonality, but great leeway has been granted in the creation and implementation of the plans. Overall, competencies assessed in most courses scored success rates of 70 percent or higher.

The Child Development Division has worked with Caddo-Kiowa Technical Center, the Department of Human Services, local Head Start programs, and the Oklahoma State Regents for Higher Education to provide appropriate training for members in the child care community. Six WOSC students received the National Child Development Association Credential, and each of their child care centers received advanced status with the State Department of Human Services licensing division. The division of Radiological Technology Education is in the process of gaining certification by the Joint Review Committee on Education and performed well in the preliminary team visit. The team found that 85 percent of the standards and objectives are fully met. The pass rate for radiological technology students taking the licensure exam was 100 percent. In 2000-01, the pass rate on Federal Aviation Administration testing for WOSC aviation students was 100 percent. Nursing students taking the National Certification Licensure Exam (NCLEX) had a pass rate of 96 percent.

Several changes are being considered as a result of program outcomes assessment. These include: portfolio project development in several courses, capstone course development in several programs, the inclusion of adjunct faculty in the program outcomes assessment process, and the creation of a testing center for mathematics.

Student Satisfaction Assessment

In 2000-01, the Entering Student Survey was administered to 142 students who indicated their main reasons for attending college were to meet educational requirements for their chosen occupation, qualify for a high-level occupation, increase their earning power, and become a better educated person. Students indicated they chose to attend WOSC because of location (63 percent), cost (44 percent), and financial aid or scholarship (52 percent). Students reported needing the most help in improving math skills (63 percent), improving public speaking skills (57 percent), developing better study skills and habits (57 percent), and improving test-taking skills (54 percent). Students' major aspirations were varied, but the two greatest areas of interest were the Health Sciences (24 percent) and Computer Science (4 percent). However, 18% were still undecided.

Two-hundred and seventeen students who completed over 24 credit hours completed the Continuing Student Opinion Survey. Results show that 53 percent of students live less than ten miles from campus, and 44 percent live five or less miles from campus. Education, health science, business, and social science were listed as the most popular majors. Seventy-two percent of continuing students reported they would "definitely" or "probably" attend WOSC if they could start college over. Ninety-eight percent gave the college an above average rating, while no student rated the college "inadequate."

Two-hundred and thirty-three graduating students completed the College Outcomes Survey. Sixty-two percent indicated that they planned to enroll in another college, while 11 percent are undecided about their plans. In general, students report higher educational aspirations than those of their parents. Also, their educational aspirations increased during their college attendance. Overall, 87 percent of students report that WOSC helped them meet their initial goals, and 89 percent are proud of their accomplishments at WOSC.

Annual Student Assessment Report

Appendix

May 24, 2002

Replaces II-2-117
6-96

Appendix A

POLICY STATEMENT ON THE ASSESSMENT OF STUDENTS FOR PURPOSES OF INSTRUCTIONAL IMPROVEMENT AND STATE SYSTEM ACCOUNTABILITY

The Constitution of Oklahoma charges the Oklahoma State Regents for Higher Education with responsibility for prescribing standards for admission, retention, and graduation applicable to each institution in The Oklahoma State System of Higher Education. The State Regents also have the responsibility to provide leadership in the coordination of the orderly transfer of students between and among institutions of the State System. Inherent in such responsibilities is the prescribing of mechanisms to monitor and facilitate the assessment of students for purposes of instructional improvement and State System accountability.

Statement of Accountability:

Accountability to the citizens of Oklahoma within a tax-supported educational system is of paramount importance. The public has both the need and right to know that their tax dollars are being used wisely, and most importantly, producing tangible, measurable outcomes of learning for individual students enrolled within the State System. Improvement in student learning and on-going faculty development, measurable through assessment programs, are achievable and essential outcomes, and the responsibility of the State System to the public.

Definition and Purpose:

Assess: The original definition of *assess* was *to sit down beside*. The term has evolved to mean careful evaluation based on the kind of close observation that comes from *sitting down beside*.[1] Such a definition captures the desired relationship between teacher and student and the spirit of the following policy statement.

For purposes of this policy, student assessment in The Oklahoma State System of Higher Education is defined as *a multi-dimensional evaluative process that measures the overall educational impact of the college/university experience on students and provides information for making program improvements*.

Assessment is not an end in and of itself. Similarly, to document performance is not necessarily to improve performance. Thus the purpose of assessment is to **maximize student success** through the assessment process by the systematic gathering, interpretation, and use of information about student learning/achievement to improve instruction. The results of assessment contribute to and are an integral part of the institution's strategic planning and program review process to improve teaching and learning. As previously noted, it also is one mechanism to monitor the effectiveness of the State's System of Higher Education. Finally, student assessment is designed to contribute to assuring the integrity of college degrees, and other educational activities/goals, to increasing the retention and graduate rates of college students, to enhancing the quality of campus life in general, and to encouraging high school students to improve their academic preparation for college.

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[1] ***Assessment at Alverno College*** by the Alverno College Faculty, page 1.

Replaces II-2-118
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Institutional Requirements

Each college and university shall assess individual student performance in achieving its programmatic objectives. Specifically, each institution will develop criteria, subject to State Regents' approval, for the evaluation of students at college entry to determine academic preparation and course placement; mid-level assessment to determine basic skill competencies; exit assessment to evaluate the outcomes in the student's major; and student perception of program quality including satisfaction with support services, academic curriculum, and the faculty. Such evaluation criteria must be tied to stated program outcomes and learner competencies.

In recognition of varying institutional missions and clientele served, such assessment components will be campus based under the leadership of the local faculty and administrators providing that the procedures meet the requirements detailed in the following sections. Assessment programs should consider the needs of special populations in the development of policies and procedures. Finally, as institutions develop criteria and select assessment mechanisms, each program component should be coordinated and complement the whole.

Entry Level Assessment and Placement

The purpose of entry-level assessment is to assist institutional faculties and counselors in making decisions that will give students the best possible chance of success in attaining their academic goals. Each institution will use an established ACT score in the four subject areas of science reasoning, mathematics, reading, and English as the "first cut" in determining individual student readiness for college level course work.[2] Should a student score below the level, s/he will be required to remediate in the discipline area or, consistent with institution's approved assessment plan, undergo additional testing to determine his/her level of readiness for college level work. Similarly, institutions may, within their approved assessment plans, establish higher standards by requiring additional testing of those students meeting or exceeding the minimum ACT subject test score requirement. These subject test score requirements will be communicated to college bound students, parents, and common schools for the purpose of informing them of the levels of proficiency in the basic skills areas needed to be adequately prepared for college level work. Additionally, these ACT subscores provide a standard yardstick for measuring student readiness across the State System.

For high school students wishing to enroll concurrently in college courses the established ACT score[2] in the four subject areas will apply as follows: A high school student not meeting the designated score in science reasoning, mathematics, and English will not be permitted enrollment in the corresponding college subject area. A student scoring below the established ACT score in reading will not be permitted enrollment in any other collegiate course (outside the subjects of science, mathematics, and English).

Institutional entry level assessment programs should include an evaluation of past academic performance, educational readiness (such as mental, physical, and emotional), educational goals, study skills, values, self-concept and motivation. Student assessment results will be utilized in the placement and advisement process to ensure that students enroll in courses appropriate for their skill levels. Tracking systems should be implemented to ensure that information from assessment and completion of course work is used to evaluate and strengthen programs in order to further enhance student achievement and development. The data collection activities should be clearly linked to instructional improvement efforts.

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[2] The appropriate subject tests level for each subject area (one system score for each subject area) will be set by the State Regents following staff work with ACT staff and the Council on Instruction. Implementation of this requirement will be fall 1994. Students admitted under the Special Adult Admission provision may be exempt from this requirement.

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Annual Reporting Requirements

Aggregate data will be reported annually to the State Regents in the following format:

1. the number of students participating in entry-level assessment and the assessment results including a frequency distribution;
2. the number of students requiring additional basic skills development by area;
3. a summary and explanation of the assessment results; and
4. the methodologies (courses, tutoring, etc.) by which students were required to participate in the improvement of basic skills.

The tracking of these students in future semesters is expected.

Mid-Level Assessment

Generally, mid-level assessment competencies are gained through the student's general education program. Thus, the results of mid-level assessment should be used to improve the institution's program of general education. Assessment at mid-level is designed to assess the student's academic progress and learning competencies in the areas of reading, writing, mathematics, and critical thinking.

Mid-level assessments will normally occur after the student has completed forty-five semester hours and prior to the completion of seventy semester hours for students in baccalaureate programs. For associate degree programs assessments may occur at mid-level or at the end of the degree program.

Examples of appropriate measures include academic standing, GPA, standardized and institutionally developed instruments, portfolios, etc.

Annual Reporting Requirements

Aggregate data will be reported annually to the State Regents as follows:

1. the number of students assessed and the assessment results including a frequency distribution;
2. a summary and explanation of the assessment results; and
3. detailed plans for any instructional changes due to the assessment results.

The tracking of these students in future semesters is expected.

Program Outcomes Assessment

Program Outcomes Assessment, or major field of study assessment, is the third component of the State Regents' policy. Such assessments should be designed to measure how well students are meeting institutionally stated program goals and objectives.

As with other levels of assessment, selection of the assessment instruments and other parameters (such as target groups, when testing occurs, etc.) is the responsibility of the institution subject to State Regents' approval as previously specified. Preference should be given to nationally standardized instruments. The following criteria are guidelines for the section of assessment methodologies:

a) Instrument(s) should reflect the curriculum for the major and measure skills and abilities identified in the program goals and objectives;
b) Instrument(s) should assess higher level thinking skills in applying learned information; and
c) Instrument(s) should be demonstrated to be reliable and valid.

Nationally normed instruments required for graduate or professional study, or those that serve as prerequisites to practice in the profession, may be included as appropriate assessment devices. Examples are the GRE (Graduate Record Exam), NTE (National Teacher Exam), and various licensing examinations.

Annual Reporting Requirements

Aggregate data will be reported annually to the State Regents as follows:

1. the number of students assessed and the assessment results including a frequency distribution;
2. a summary and explanation of the assessment results; and
3. detailed plans for any instructional changes due to the assessment results.

Assessment of Student Satisfaction

Perceptions of students and alumni are important in the evaluation of and the enhancement of academic and campus programs and services. Such perceptions are valuable because they provide an indication of the students' subjective view of events and services, which collectively constitute their undergraduate experiences. Evaluations of student satisfaction can be accomplished via surveys, interviews, etc. Resulting data are to be used to provide feedback for the improvement of programs and services.

Examples of programs/activities to be included in this level of assessment are satisfaction with student services, quality of food services, access to financial aid, residence hall facilities, day care, parking, etc.

Annual Reporting Requirements

Aggregate data will be reported annually to the State Regents as follows:

1. the number of students assessed and the assessment results including a frequency distribution;
2. a summary and explanation of the assessment results; and
3. detailed plans for any instructional changes due to the assessment results.

Graduate Student Assessment:

Higher education institutions that charge their graduate students the student assessment fee must perform assessment beyond the standard requirements for admission to and graduation from a graduate program. An institution that charges the assessment fee will include a description of graduate student assessment and assessment fee usage in its institutional assessment plan. Graduate student assessment results will be included in the institution's annual assessment report to the State Regents. In addition to the annual reporting requirements described above, graduate programs should attempt to present instrument data that compare graduate student performance with statewide or national norms.

The institution's plan for graduate student assessment will explain each graduate program's assessment process, including stages of assessment, descriptions of instruments used, methods of data collection, the relationship of data analysis to program improvement, and the administrative organization used to develop and review the assessment plan. Emphasis should be placed on assessing student learning and evaluating student satisfaction with instruction and services. The institution will adopt or develop assessment instruments that augment pre-assessment fee instruments (i.e. grade transcripts, Graduate Record Exams, course grades, and comprehensive exams). Departmental pre-tests, capstone experiences, cohort tracking, portfolios, interviews, and postgraduate surveys are some commonly used assessment methods.

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